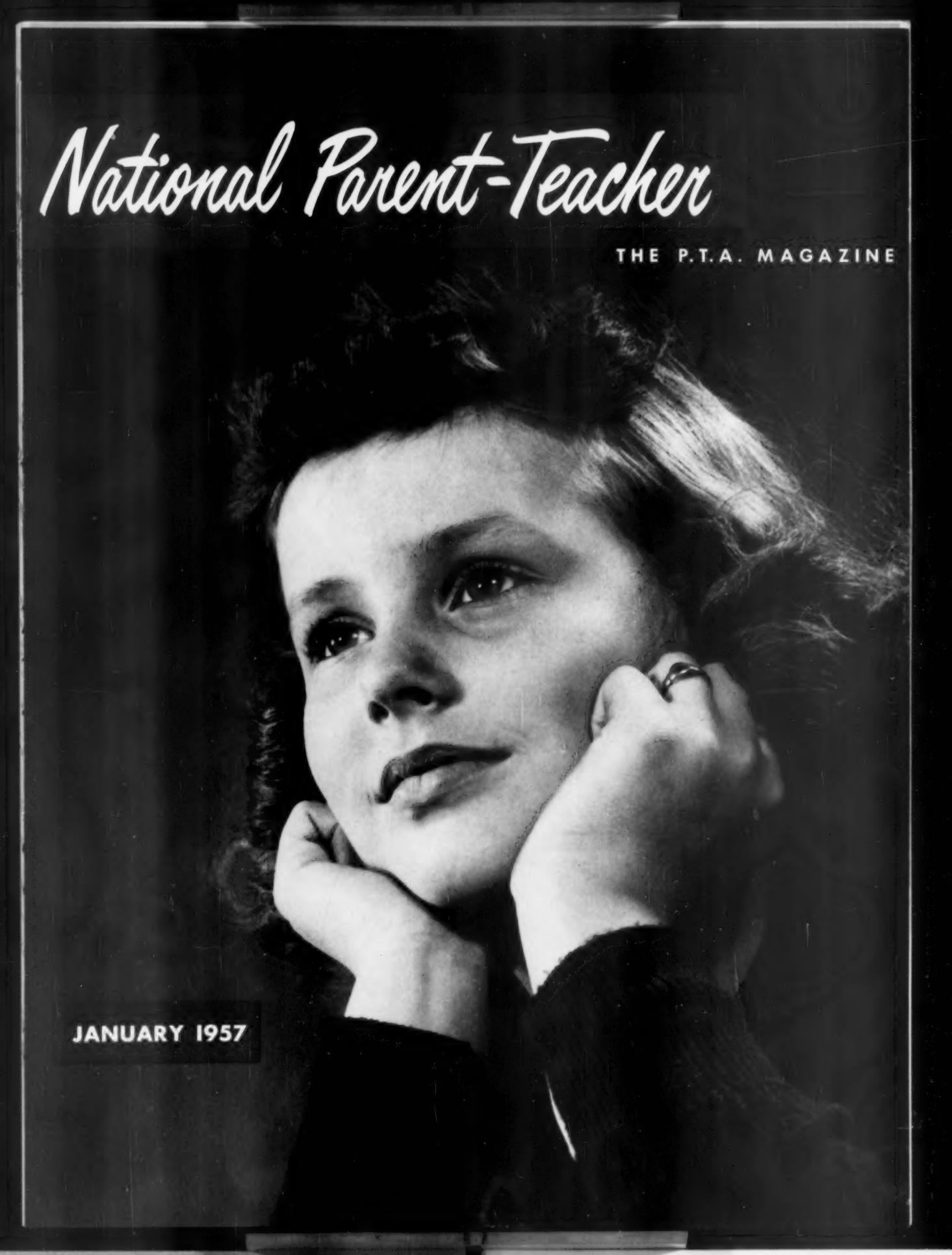


# National Parent-Teacher

THE P.T.A. MAGAZINE

A black and white photograph of a young girl with dark hair, resting her chin on her hand and looking thoughtfully upwards. She is wearing a dark jacket over a light-colored collared shirt.

JANUARY 1957

# Objects of the National Congress of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.



To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

*Membership  
of the National  
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| Alabama.....     | 212,923   | Louisiana.....      | 96,554  | Pennsylvania.....       | 500,000    |
| Arizona.....     | 65,788    | Maine.....          | 26,284  | Rhode Island.....       | 46,917     |
| Arkansas.....    | 117,430   | Maryland.....       | 154,030 | South Carolina.....     | 81,037     |
| California.....  | 1,529,756 | Massachusetts.....  | 131,323 | South Dakota.....       | 33,774     |
| Colorado.....    | 147,482   | Michigan.....       | 342,492 | Tennessee.....          | 286,582    |
| Connecticut..... | 126,318   | Minnesota.....      | 224,864 | Texas.....              | 560,350    |
| Delaware.....    | 28,193    | Mississippi.....    | 77,784  | Utah.....               | 92,658     |
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# National Parent-Teacher

VOLUME 51 NUMBER 5

THE P.T.A. MAGAZINE

Member of the



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# *Centennial Salute*

## TO THE NATIONAL EDUCATION ASSOCIATION

The Headquarters of the National Education Association  
in Washington, D. C.

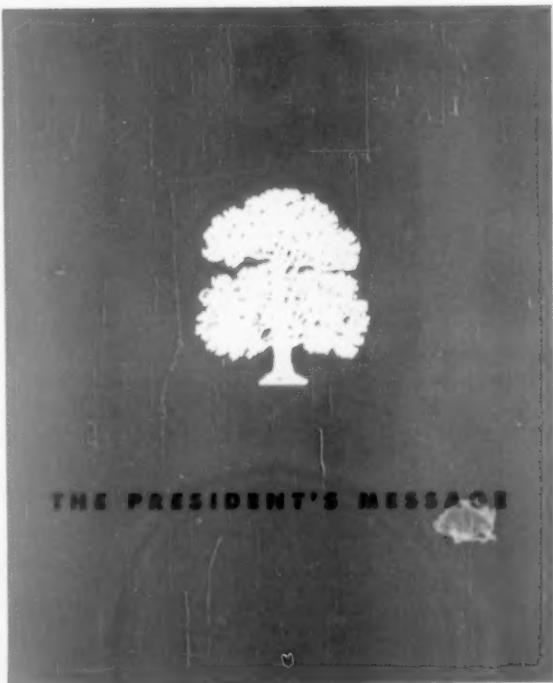
WHAT IS THE MOST PRECIOUS GIFT that any land can offer its children? Certainly here in the United States one answer ranks high: an education.

Today every American child can claim as part of his legacy a place in a public school. Here is an American birthright that is beyond challenge—the promise of a school desk for every boy and girl. Who has taken the responsibility of honoring this promise? The citizens in every part of the country. The guarantee has been theirs.

An outstanding guarantor has been the National Education Association. For a hundred years now its members have worked devotedly to assure all children an education equal to their aptitude for learning. How well have they succeeded? A count of school desks gives us one measure of accomplishment. Today the desks number in the millions.

Still the N.E.A. has never contented itself only with desks and classrooms, no matter how impressive the totals. The N.E.A. has always shown a lively concern for the quality of the lessons learned at those desks. Although the curriculum has had to be adapted to meet the varying needs and abilities of millions of learners, as well as the changing needs of the world in which we live, the N.E.A. has been on duty to insist that there be no diluting of education, no lowering of standards for learners.

It has also insisted that there be no lowering of standards for teachers. One of its basic assignments





© Louis Cheekman

is to stand guard at the gates of the teaching profession—to see that those who enter are thoroughly trained for things of the mind and, equally important, that they are men and women whom the young can instinctively trust and admire.

The N.E.A. also strives constantly to preserve the school as an institution of the people, by the people, and for the people. It works to keep the schools from ever becoming the exclusive concern of professionals. It interprets to the people what the schools stand for, what they are trying to do. More and more during its hundred years this organization has brought the people into the school as partners.

During at least half of that century the National Congress of Parents and Teachers has worked alongside the National Education Association. For the N.E.A., like the N.C.P.T., has but one vested interest—the welfare of boys and girls.

True, classrooms are still crowded, and sometimes desks have to do double duty. Many children of migrant workers sit at desks only rarely—and some of these young Americans never sit at a desk at all.

Still, thoughtful Americans are not resigned to such shortcomings. Perhaps they wouldn't be so critical if their standards were not so high. These standards, it should be remembered, the N.E.A. has helped build. It is the N.E.A. that has made it unthinkable for children not to go to school.

When we think of America we think of wheat-

fields and factories, of sprawling cities and small towns. And inevitably we think, too, of schools. They are our beacons and landmarks. They are part of America, part of America that the N.E.A. helped create.

The work of an organization cannot be divorced from its methods. During the hundred years that the N.E.A. has vigorously championed better schools, it has used the methods of the educator, methods designed to inform minds, to broaden vision. Are there more fitting ways of leading mankind to new plateaus of thinking and living? Not when an organization believes, as the N.E.A. does, that an educated people moves freedom forward.

The National Congress of Parents and Teachers salutes the National Education Association for a century of unbroken service to children and schools and citizenship. Proud to be its partner in the greatest enterprise on earth, the National Congress wishes for the N.E.A. that its next hundred years will be as eventful and rewarding as its first hundred.

President, National Congress of Parents and Teachers

## ARE CLASHES

# Inevitable?

*Evelyn Millis Duvall*

THE SLAMMING OF HER DOOR REVERBERATES through the house. Her angry "Oh, you just don't understand!" echoes and re-echoes long after the words themselves were shouted at you. Now the silence is rent with sobs as she cries out her frustration behind the locked door. You wish you could have seen eye to eye with her. But you couldn't let a fifteen-year-old girl go to a public dance hall with a strange man several years older than she.

Not that the same thing hasn't happened more than once in recent months. It seems that lately the conflicts between you have been more stormy and frequent than ever—just as they were a few years ago when Jim was an adolescent, you remember now. So you wonder, "Are clashes inevitable between teenagers and their parents?"

Some clashes are to be expected, as adolescent boys and girls strain to prove themselves. In their efforts to show how grown up they are, they often rush into potentially dangerous situations from which they must be protected. It is up to us parents to safeguard them from life's crippling hazards. Our greater experience as more mature people may be urgently needed by an impetuous, eager adolescent. But since it gives us a point of view quite different from that of the adolescent himself, some clashes are bound to result.

Conflict may arise, too, from the fact that the two generations hold different points of view. The youth is quick to seize upon anything new and different. He has not learned yet what will work and what will not work, and he has no experience in the everyday world to dampen his enthusiasms. Parents, on the other hand, have already found out for themselves the folly of certain courses of behavior. They have sobering memories, for instance, of what it means to go through a depression, to be without a job, to pinch and scrimp and struggle for money. Today's young people know only an economy of abundance. They are used to prosperous times and to money's being "easy." So they often act "as though money grows on trees." They may go all out for buying a car on credit. They will urge some family extravagance or take an attitude of "living it up" that clashes markedly with the conservatism of their parents.

### **Customs Change—and Well They May**

Sometimes our own earlier experience is itself the reason for conflict with our teen-agers. Life has changed a great deal since we ourselves were in our teens. Today's young people necessarily do things differently because they are growing up in an age that differs sharply from the one we knew as young



© H. Armstrong Roberts

people. Trying to hold fast to outmoded practices, insistently demanding that our adolescents do things just as we did when we were their age, precipitates many a clash with modern youngsters.

Ivan Nye's recent study of parent-adolescent adjustment indicates that mothers with part-time jobs have better relationships with their teen-agers than do mothers whose only interests are their homes and children. The reason may well be that mothers who have outside employment and interests do not depend so heavily upon their growing children's attention and confidences. For his part, the young person who feels himself under constant surveillance will complain of "snoopervision" and pull as far away as he can from his hovering mother.

Some of the clashes between parents and adolescent children arise from the uneven nature of teen-agers' development. Adolescence is rarely a smooth, even advance into maturity. Often a young person seems to take two steps ahead and one step backward in his unsteady progress toward adulthood. He (it is just as often *she*) takes some adventurous plunge into life, becomes frightened, and returns home for the comfort and security he knew as a child. "I'm both thrilled and scared," says a young teen-ager at the threshold of a new experience.

Being eager for new experience and yet in need of

the family's support and reassurance, the youngster may behave in bewildering ways—blustery and full of bravado one moment, wistfully eager for approval and affection the next. It takes a particularly sensitive and skillful parent to meet competently the quick-changing moods and needs characteristic of adolescence.

#### **There's Pain in Runaway Progress**

Perhaps the most difficult of all conflicts are those that come about when the young person strives to better himself. True, many parents openly encourage a child to climb up beyond anything they themselves have been able to achieve. They may make great sacrifices to send him to a good school, to get him into smart clubs, to accustom him to a way of life that they have never known. There are young people, too, who get "fed up" with life at home and struggle to make for themselves a life that seems better than that of their parents. In either case, as the young person advances up the social, educational, or vocational ladder, his parents may be left behind. As he finds other ways of life outside his home, he may become ashamed of his parents and be gradually alienated from them.

A ready illustration can be seen in what so often happens when the children of an immigrant family

**What happens  
when high-powered youth  
is slowed down by  
the parental brake?  
That depends!**

learn the language, acquire the ways, and wear the clothes of "better people" and move acceptably among them, while the parents stick to their old ways, cut off from the fledgling children who have flown so far.

Alienation is not the inevitable outcome of children's progress beyond the life their parents have known. Many families keep up with their advancing youth by learning new roles that are in step with the new times and ways. As a recent illustration take this story of a tenant farmer's son. An active 4-H member, the boy became interested in soil conservation and adequate programs of fertilizing for maximum production. With his father's grudging and amused permission, he "wrote" his initials in fertilizer in a newly seeded field of grain. All through the growing season the whole family watched those initials standing out greener and fuller than any of the rest of the field. This demonstration convinced the father of the worth of the new program. Now father and son together are operating a demonstration farm where new fertilizers are being tested under the county extension program.

Some clashes are not only normal and inevitable but actually desirable, as young people and their parents struggle to meet new challenges. Children must grow up. They must emancipate themselves from their families, learn to stand upon their own feet, and pursue ways of life that make sense for their generation. Parents must let their children go and grow. As they do so, they keep on growing themselves. Changes do not come smoothly in a steady, even glide. Growth and development often seem like a series of little explosions that lead to a new level of being.

#### Dynamite and Diplomacy in Family Relations

Clashes are explosive, but they do not need to be destructive. They may help us blast out old, outmoded structures and clear the way for something new and better, as we do every day when we rebuild a road or modernize a bridge or redevelop an urban area. The old has to come out before the new can go in. Our task within our families is to limit our clashes to constructive ones.

There are at least six ways of keeping our conflicts working *for* us rather than against us in our families:

- Keep communication free and open between yourselves and your young people. Be willing to listen. When a difference arises, avoid the too-hasty judgment and the too-ready belittling label that ridicules another's ideas as "crazy." Become relaxed enough to be willing at least to talk over any proposal broached by *any* family member.
- Find out what the situation means to the others who are involved in the clash. It is not enough to

hear the words they are using as they plead their case; you must be willing and able to get the tune too—the feelings behind the words. A helpful approach in any potential clash is to say to the other person, "Tell us just what this *means* to you."

- Use your heart as well as your head in feeling your way through problems where others are involved. If you can honestly say to your storming adolescent, "I understand how you feel about this," your sensitivity to his feelings will go far toward maintaining contact with him, even when you cannot go along with the ideas he is proposing.
- State clearly your own position in a way that makes sense. You cannot clinch your argument with "Because *I* say so"; rather, your position should stand on its own merit, with reasons and illustrations that are recognizably valid.
- Get together with other families whose clashes represent community confusion about what is expected of young people and their parents. Clarify the questions, and discuss possible answers. The only effective answer to the plea of "But all the other kids do it" is a neighborhood consensus achieved by developing a community youth code.
- Be willing to consider anything as a possibility until it proves to be unworkable. All progress involves some deviation from the old and the familiar. As you become willing to look at a novel proposition, you will find ways of giving it a safe trial run, of watching and weighing the results objectively. As you evaluate what happens—together, in the family—you are not only preserving family harmony; you are also practicing a way of life that is good for your youngsters and for you.

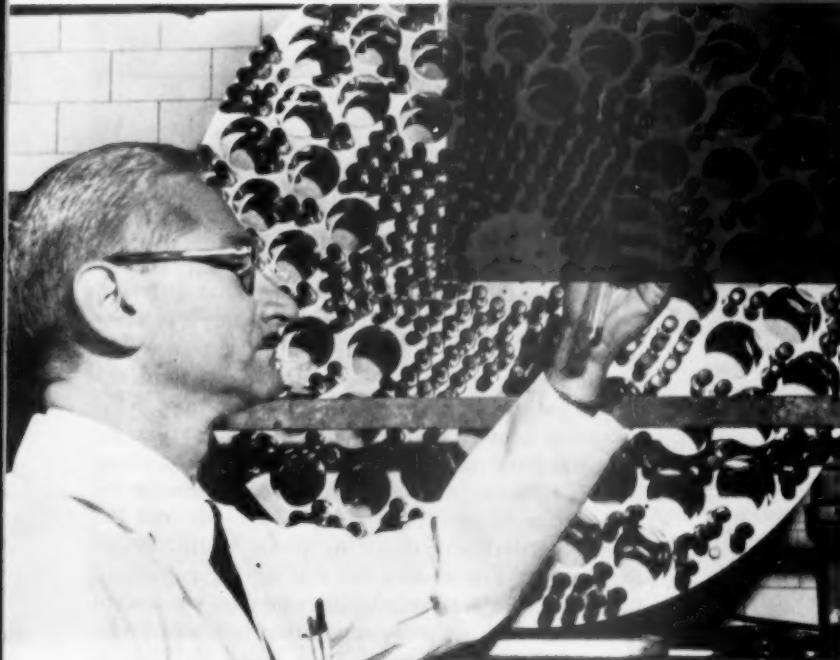
If we are ever to solve the global conflicts that threaten the peace of the world, we must learn how to live with differences within the family. Families are made up of people of different ages, of both sexes, of two or more generations. Each member has different interests, different points of view. The teenager grows away from his parents and learns to look upon things as his generation must see them. These inevitable differences must be worked out constructively if the members of the family are to learn to live in peace with one another—peace that is not just absence of conflict but active living together in harmony.

---

*Eminent family life specialist, Evelyn Millis Duvall is widely sought after both by adults and by young people for her sound and understanding counsel. At present every moment that can be spared from her writing, lecturing, and counseling is spent winning the affections of her new and first grandchild. We predict that by the time he is a teen-ager, Dr. Duvall's Facts of Life and Love will still be a best seller.*

# What the Polio Vaccine

## Can Do in 1957



*Thomas M. Rivers, M.D.*

Medical Director, National Foundation  
for Infantile Paralysis

IT IS A YEAR AND A HALF now since the Salk vaccine was reported safe and effective by Thomas Francis, Jr., M.D., on April 12, 1955.

Tremendous progress has been made since that day. With another polio season before us, it is a good time to review some of the accomplishments and, more important, to discuss the opportunities and challenges that lie ahead.

Because our ultimate aim is to wipe out paralytic polio, it is heartening to know that its incidence in 1956 was cut to about half that of 1955. Final figures are not yet available, but this is a round estimate.

We know that the Salk vaccine had a good deal to do with the reduction, but no one can say exactly how much. The reason is that nobody can prove precisely the sort of polio year we would have had if there had been no vaccine. Nevertheless we do know that the vaccine was highly effective.

Still more revealing are the reports of hospital admissions for acute polio. These show beyond question that the drop in paralytic polio was greatest

in exactly those age groups that received the most vaccine—the five-to-nine-year-olds. These youngsters have always had an extremely high polio attack rate and were therefore the first to be vaccinated. Their attack rate has been so sharply reduced that it is no longer the highest.

Something else has been proved beyond question over the last year and a half—the safety of the vaccine. Since the spring of 1955, when a single manufacturer had serious production problems, tens of millions of youngsters and adults have received the Salk vaccine with a perfect safety record. As the curve of polio incidence declined last fall, more than forty-three million people had received at least one injection.

The record of the American people in producing and using the vaccine is unlike anything in medical history. Never have so many received a new immunizing substance so speedily. It is a splendid record, but as we take justifiable pride in it we all realize that an even greater job lies before us.

## Guide Lines to New Goals

Before we discuss that future job, let me say just a word about research. I should like to emphasize—and I cannot do it too strongly—that the research fight against polio has not ended with the introduction of the Salk vaccine. Much remains to be done, and the research projects now being supported by the March of Dimes catch the imagination and hold great promise for the future.

No vaccine yet developed is 100 per cent effective. Possibly none ever will be. In the case of the Salk vaccine, however, we want to approach 100 per cent as closely as possible. Work to this end is in progress, both in Dr. Salk's own laboratory and elsewhere.

You have probably read of the research now being undertaken with a view toward developing a live-virus vaccine. Substantial advances in this direction are being made by Albert B. Sabin, M.D., at the University of Cincinnati under a March of Dimes grant.

Dr. Salk's vaccine, which is at present the only polio vaccine that has been licensed for use, is made from virus that has been killed, or inactivated, with a disinfectant called formaldehyde. Dr. Sabin seeks a future vaccine in which the virus would be alive but too weak to cause harm. This is the type of vaccine now used for smallpox.

No one can be precisely sure what the advantages of a live-virus vaccine would be until we find such a vaccine. It is believed, however, that it could be given by mouth, possibly in a teaspoon of fruit syrup. And scientists hope that it would afford lifelong immunity without the need for booster doses.

It is impossible here to discuss fully the scores of research projects now in progress. One should mention, however, the work being done to investigate the so-called orphan viruses—new disease-producing agents that have been found largely as a result of polio investigations. Some of them cause disease and even occasional paralysis, yet they are not polio viruses. We need to know the exact relationship of these newly discovered viruses to human disease.

## Don't Wait—Vaccinate!

Because we are now in the midst of winter, to many of us the polio season may seem a long way off. But in terms of vaccination the critical period is already here. The full series of three injections of vaccine takes eight months. This means that a person receiving his first injection at the end of January will not be ready for his third until September.

Thus the battle against polio in 1957 is being fought now, in terms of vaccinations. If we wait until the curve of polio incidence starts to rise we will not be able to obtain the fullest possible effect from the large supplies of vaccine now available. The time to vaccinate is *at once*.

In previous vaccination programs young children,



especially those from five to nine years old, have received protection. Today those younger and older than this group become our primary targets for polio protection. I am thinking especially of infants and of teen-agers.

Our statistical records have shown that although polio is less frequent among older persons, it is likely to be more serious when it does strike this group. About 70 per cent of patients who today need respiratory aids in the regional respiratory and rehabilitation centers of the National Foundation for Infantile Paralysis are twenty years of age or older.

So it is important for all of us to concentrate on children from over nine years of age through the teen-age groups and including young adults. We at the National Foundation feel that teen-agers particularly should be vaccinated without delay. Yet toward the end of the 1956 polio season they had been largely untouched by our vaccination programs. California, for example, reported that only seven out of every one hundred youngsters from fifteen through nineteen had received any vaccine at all. In New York City, despite the vigorous efforts of a skillful health department, less than 10 per cent of the boys and girls in this group had received vaccine.

## Assignment for the P.T.A.

Members of parent-teacher groups are uniquely situated to help us make sure we finish the job that has been so ably started. What is needed above all is leadership, and this the parent-teacher associations can supply.

A good job has been done, but an even greater remains. Our prayers for a vaccine to protect against paralytic polio have been answered. It is up to the American people to see that the vaccine we have is used to the fullest possible extent. I am sure that we are not a people to be satisfied with a half measure of success. I am sure that we will push on toward the elimination of paralytic polio by encouraging and working for vaccination *now*, while it can do the most good.

# Polio Protection



Here is Mary McLane, our nineteen-year-old author, receiving her Salk vaccine from Roland P. Mackay, M.D., at St. Luke's Hospital in Chicago.



© The Arizona Republic



Teen-age members of the District Championship American Legion Baseball Team at Buffalo, New York, turn up for their polio shots at one of Buffalo's eighteen mass clinics.

Mrs. Mike Chinn, health chairman of the Arizona Congress of Parents and Teachers, gets her polio shot as plans were being made for the Phoenix teen-ager vaccination program.

AMONG THE THINGS that I learned on my cross-country tour for the March of Dimes last fall was that many people think polio is strictly a children's disease. Actually nothing could be further from the truth, as I discovered in talking with doctors and scientists and visiting polio hospitals from Los Angeles to New York.

Another person who had the correct statistics at her finger tips (as usual!) was my mother, Mrs. John J. McLane of Yakima, Washington.

"If you're going to be traveling all over the country, you'd better get your Salk shots before you start out," she said when we found that I had been chosen co-chairman of Teens Against Polio. She remembered reading somewhere that in 1955 almost a third of the polio cases fell in the fifteen-to-thirty-five-year age group. And in my tour of nineteen different cities across the nation I met many teens and young adults who were polio victims. I saw at first hand that for some reason polio strikes the older age groups harder—with tragic effects on a young person's plans for school, marriage, or a career.

ONE of the most poignant events in my trip was a visit to Rancho Los Amigos Respiratory Center in Los Angeles. As I walked up and down the double row of iron lungs and listened to the steady throbbing sound that meant the breath of life for the young people lying there, I was grateful I had been vaccinated against polio.

Throughout my whole tour I kept

seeing those wards at Rancho and those courageous young people fighting to breathe by themselves. Each time I visited a city, I'd ask the healthy, vigorous teen-agers who came to meet me, "Have you had your Salk shots yet?"

In most cases, the heartbreaking answer was "No." A member of the March of Dimes medical staff in New York told me that probably not even 10 per cent of the country's teens have had any polio inoculations.

Then I heard of one city that was making it easy for young people to say a great big "Yes" to my question. That city was Phoenix, Arizona, where school authorities, doctors, and parents became concerned because more than 70 per cent of their teens had had no Salk shots at all, although over 40 per cent of the polio cases in Arizona in 1956 were teen-agers and adults.

So early this winter Phoenix launched a program to see that its eighteen thousand high school students were vaccinated against polio. Everybody got together—school administrators, faculty, health departments, the medical societies, the P.T.A., and volunteers from the National Foundation for Infantile Paralysis. Radio, newspaper, and TV newscasters and personalities started an all-out information program, urging parents to sign the request forms and have their teen-agers inoculated with Salk vaccine now, so they won't have to worry next summer.

The whole city got into the act. Speakers addressed P.T.A. meetings,

The Hi-Y and Tri-Hi-Y volunteered to remind students to bring back the signed request slips. Polio assemblies were held, and students had a chance to ask questions about the Salk vaccine. Then the schools and health departments set up clinic teams of nurses and doctors. These teams moved from one high school to another, giving shots along the way.

As a result of all the sparks stirred up by the vaccine information committees in Phoenix, other Arizona towns and counties began to plan the same program, right along the lines I've described.

It would be wonderful if counties in other states copied the Phoenix program, because that would be one sure way to help wipe out polio.

I'M NINETEEN, and—like every other teen-ager, I guess—I consider myself an authority on how to handle people in my age group! But I think the person who is really the authority on the care and handling of nineteen-year-olds is my mother. Thank goodness, she has always been aware of how many decisions we teens have to make, how many calls there are on our spending money, how many things we have to crowd into a day. So occasionally she helps me by pointing out something I might have overlooked. I was glad when both she and my father made the decision for me to be inoculated with the Salk vaccine. I hope a lot of other teens have the same wonderful parents I do!



## UNITED STATES CITIZEN:

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HOW MUCH TRUTH is there in the saying that politics begins in ideals and ends in deals? A catch phrase of this sort is so neat, and comes so trippingly to the tongue, that just repeating it makes us feel shrewdly realistic, "in the know."

Trying to weigh its truth, however, we are brought face to face not with the politician but with our own enormous political ignorance, and also with a question that invites us to take a sharp look at ourselves: When we don't know our facts, why do we choose to believe the worst?

Most of us quite simply don't know what office-holders or even our own representatives do or don't do. We don't know what deals they make or refuse to make. We don't know how often their compromises are products of callous self-interest or of an honest, weary effort to get something done about problems that have to be handled somehow—problems that no one knows how to handle conclusively with realism, idealism, and fairness to everyone.

Least of all, perhaps, do we actually know whether

It is a common failing, we citizens must admit,  
to be suspicious of politicians and quick  
to criticize their every move and motive.  
Perhaps this failing might not be quite so common if  
we but realized what such easy condemnation  
reveals about ourselves.

Bonaro W. Overstreet

most politicians have turned out to be less idealistic in office than they were in private life. Nor, on the other hand, do we know whether such deals as they have made would be conscientiously repudiated by most of their constituents if they knew anything about them.

When, therefore, we say that politics begins in ideals and ends in deals (or more directly, as I heard one man recently say, "All politicians are crooks") we may be talking less about the characteristic behavior of the politician than about the characteristic frustration of the average citizen today.

We may, in brief, be engaging in the psychological game of projection. That is, we may be describing the other person as irresponsible because of our own irked sense that the situation is out of hand and that we don't know how to do a responsible job of setting it right. The very fact that we make a generalized, derogatory judgment for which we lack any sufficient evidence ought to make us post a warning to ourselves: *Danger! Projection at Work.*

# 5. THE CITIZEN AND THE POLITICIAN

1956-1957

## Between Two Circles

In talking with business and industrial groups, I sometimes use a simple chart to symbolize the relation of one very common type of "problem worker" to his daily job. We can draw the chart by simply putting one circle inside another. The outer, larger circle stands for the worker's responsibility—what is rightly expected of him by his employer and fellow workers. The inner, smaller circle is that of his knowledge and skill, his power to "deliver the goods." Whatever margin lies between the two becomes the area where "problem reactions" are bred. We can call it the margin of fear and hostility.

Wherever a person's responsibility is conspicuously bigger than his power to perform, he is in daily danger of being put on the spot, shown up as inadequate. Thus anxiety and self-defensiveness become chronic states of mind for him. Unless he resolves his problem by increasing his skill, he is likely to become perversely skilled at sidestepping its demands and explaining away his own limitations. He passes the

buck. He accuses the boss of playing favorites. He belittles the accomplishments of others, belittles the job itself, and tends to describe the whole world of work as a rat race or a dog-eat-dog jungle.

In short, he projects his personal problem of inadequacy upon his environment and describes other people in terms cynical enough to justify his own failures and fears.

We would not, I think, be too far from the mark if we applied this same chart to our average selves in our role as citizens. We live in a country where government is presumed to be by consent of the governed and where human opportunity and freedom are at stake in the consent we give. Our responsibility is obviously large, but our knowledge and skill, in the areas of citizenship, are too often obviously small. Most of us don't know how to do even moderately well the magnificent job assigned us by our tradition. Therefore we are dangerously subject to the projective impulse. We are tempted to describe the whole political scene, and the behavior of everybody in it,

in terms of our own inner confusion, mixed motives, guilt feelings, self-distrust, anxiety about what is going on, and general sense that things are somehow in a mess and someone must be held accountable.

And every so often we repeat—or say something equivalent to—the smoothly cynical phrase, “Politics begins in ideals and ends in deals.” That phrase, we can tell ourselves, ties up the frustrating situation very neatly. No blame falls on us; instead we express a knowledgeable and righteous contempt for what “they” have done and failed to do.

I am not implying that no politicians make deals which ought not to be made. I am simply calling to mind an ancient insight that we are better able to see the mote in our brother’s eye, and help remove it, if we have first got the beam out of our own.

### To Help Us Look Within

It is not possible here to go into minute detail about the demands that our citizen role rightly makes upon us. But we can, perhaps, lay the foundation for honesty with ourselves, fairness to others, and a workable capacity to distinguish political right from wrong if we ask ourselves seven questions and try to answer them:

*Do we actually know the types of pressure to which every officeholder is subjected—know them well enough to feel his problems and perplexities as though they were our own?*

It is, I think, a happy sign that John Kennedy’s *Profiles in Courage* stands well up on the list of best sellers. For this book does what all too few books have done with comparable warmth, realism, and ideals. It invites us to exercise toward the political officeholder the virtue of *empathy*, to enter into his experience and feel, from the inside, its temptations and practicalities, wearinesses and rewards, deals and ideals.

*Whom do we think a representative should represent?* If he is our representative, is he also the representative of those among his constituents with whom we strongly disagree? Or should they, ideally, go unrepresented until and unless they come around to our point of view? If we believe this, then any consideration the officeholder currently gives to their interests must be counted as a deplorable deal. And do we think he should merely represent—or exercise a mind of his own?

*Do we regard all compromises between opposing interests as a lowering of ethical standards, a failure to stand firmly for the right?* Or do we feel that in a society like ours, in contrast to a totalitarian society, some consideration must be given to the interests of all—and therefore that effective compromise itself must often be counted as one sort of ideal? By what standards do we distinguish acceptable compromises from unacceptable deals?

*Does our common disparagement of political deal-making mean that we firmly refuse to countenance any similar practices in other areas of life—the social and economic, for example?* Are we as outspokenly opposed to any economic, racial, or cultural group’s bringing pressure to bear upon an officeholder as we are to his yielding to it? The opinion-groups to which we ourselves belong—are they above bringing such pressure through lobbying, petitions, and so on? Or do they righteously bring pressure that the politician ought, in good conscience, to heed? Should he refuse to make deals only with groups unlike our own?

*Do we pay enough attention to local politics to know what sort of human being is “on the way up” from our community?*

*Is there any one problem related to the common welfare about which we have made ourselves reasonably well informed?* In this area, at least, can our judgment upon official policies rightly be called *informed judgment*? And will we know from experience, with regard at least to this one area, how complex are the multitudinous problems upon which all legislators today are asked to cast an informed vote?

This, too, we must note: When we develop competence in even one problem area beyond our own self-interest we narrow, to that extent, the dangerous margin between our responsibility as citizens and our ability to do the job; and hence we are less prone to indulge in irritable projections.

*Finally, do we know what our own ideals are for mankind’s tomorrow, what practical steps toward their fulfillment we are prepared to support?* What do we actually and concretely want to have happen next in our own society and throughout the world—now, during the next decade, during our lifetime, in the long-range future? Are the things we want now, the things that we ask of our politicians, clearly on the same line of development as those we say we want for the long-range future? Or do we think that there will come, in some undefined far-off period, a more convenient day for reconciling self-interest and idealism?

### “With Malice Toward None”

Any average one of us, to sum the matter up, has a beam of considerable magnitude in his own citizen-eye. The first real task of each of us is to try to get rid of whatever distorts his own vision and makes him chronically “edgy” in his judgments of others.

Politicians, we can assume, are remarkably like other people. Not only are they human, but they are, like the rest of us, products of their own time and place. And they are, like the rest of us, variously motivated and variously confused. We will judge them best after we have first judged ourselves.



## WHAT'S HAPPENING IN EDUCATION?

- *What do parents do to improve their children's reading?*

This question, which I included in a recent column and invited you to answer, brought numerous practical ideas for N. L., who is writing a book on the topic. Let me share some of the best with you.

Mrs. G. V. B. writes: "Three years ago my son David did not show any initiative in obtaining books to read for pleasure. Up to the fourth grade in school his reading ability was below average. Now he's in sixth grade and in the first reading group in his class.

"What I did these past three years was to go to the children's department in the public library and bring home loads of books—ten to fifteen of them. They would remain in the house for two weeks. During that time David would, on his own, pick a book and read it through. Perhaps he would finish two or three books. At the end of the two-week period, I would take them all back and pick out others to entice him. And now he is reading books regularly!"

Mrs. J. E. tells how one book can lead to another: "My nine-year-old boy became interested in the appearance of Mars last summer. So in one of our family reading sessions we read about Mars in the encyclopedia. Then we purchased the *Handbook of Stars and Other Features of the Heavens* (Simon and Schuster, \$1.00). He practically memorized that small book, so we spent four dollars for the *Giant Golden Book of Astronomy*. If you have seen this book you will know how thrilled he was to own it. Also he began to enjoy a new reading experience—newspaper articles on astronomy. And as a final treat we flew to Chicago to attend a lecture at the Planetarium."

Mrs. M. N. J. says her child Marilyn, age eight, is a great reader, and with reason: "We provide lots of reading material. I have taken her to the library with me ever since she was a baby. Then, too, we sometimes browse together through the secondhand books at the local bookstore. Her father and I buy her books, including the Bible, as presents. We keep reading material on hand all the time. Some of it is suited to her own age group, and some goes a little

beyond that level. So when she wants to reach a bit further, there it is, all ready for her. She's no book-worm. But reading means something special to her—something shared with us."

I'm sure you'll agree that all three examples deserve a place in N. L.'s paper-back book. Do you know any other sure-fire ways to foster a love of reading? Send them along to "What's Happening in Education?" care of the *National Parent-Teacher*.

- *No progress can be made with our schools until we change our school board. The "ins," who have been in a long, long time, don't care if we go on having double sessions. What I want to know is this: Can our association actively support candidates who promise to improve our schools? Some of our members say yes; some say we can't.* —MRS. D. F. R.

I believe the bylaws of your association specifically forbid your taking a partisan position. Even if they didn't, however, prudence should lead you to the same decision. As individual citizens you can stump for your chosen candidate. As a P.T.A., no. Let me quote from the latest edition of the *Parent-Teacher Manual*: "As an organization the P.T.A. does not endorse any candidate for office. Any group activity in support of a specific candidate on the part of a local unit, council, district, or state branch is a violation of the nonpartisan policy of the National Congress of Parents and Teachers."

Does this mean that you must chew your fingernails to the quick in helpless frustration? Again, no. Here's the *Manual*: "To help the people of the community ascertain the qualifications of candidates for the school board, a local unit or council may participate in, initiate, or sponsor a public meeting for this purpose. All community groups should be invited to send representatives to the meeting, so that the qualifications of each candidate may be thoroughly discussed and widely publicized."

If P.T.A. members wish to acquaint themselves further with the qualifications of board candidates, a group of P.T.A.'s in a geographic area may hold a

joint meeting and invite candidates to present their views. Or a council of P.T.A.'s may invite the candidates to come to a council meeting for this purpose. It is essential, however, that all candidates be asked to speak in order to avoid even the appearance of partisanship or discrimination."

When Americans want something very much they usually find a way to get it. That applies to better school boards. All over this nation citizens invent ways to elect better boards. For example:

In one New York City suburb civic organizations submit names of candidates to an association embracing many such organizations. This city-wide group chooses a slate, which always wins. Any citizen chosen to run for the school board must run, no matter how busy he is or what he is president of. That's the town tradition. Result: a high-powered board backed by leading organizations.

Some cities insist on two slates, Democratic and Republican. In others the mayor appoints board members. In very few—and for this we may be thankful—school boards elect their own successors.

Recently I attended a state citizens meeting that asked for more light on how school districts select board members. They called for a survey and a report. You can see why when you look at what's happening. In this particular state, consolidation combined ten thousand school districts into three thousand. That means many larger districts. Who shall speak for the people of those districts? Will suburban mothers trust the city fathers? Not far, they won't.

One reason for the parent-teacher association is to give citizens a stronger voice in their children's education. More and more in the past decade P.T.A.'s and members of other like-minded community groups have been forming city-wide councils to work for better schools. And when school boards find some problems on their dockets too hot or too complex to handle, they frequently name advisory committees of citizens to study and report on specific problems. One community I know awaits a report of such a committee on what it should do about education for the handicapped and gifted—the exceptional children. That's a typical advisory committee job.

Twenty-five years ago many educators said, "Leave it to us. We're professionals." They have changed their tune. Now they say, "Good education is everybody's business."

To get improvements, administrators and school boards bring everybody into the act. In Westport, Connecticut, even the students themselves take part in the process of reshaping school aims. (Incidentally, the youngsters said the schools didn't work them hard enough.)

Bigger districts, overflowing populations, new suburbs—these force us to create new kinds of social machinery. If we don't select the right kinds, someone will certainly get hurt.

• I have been asked to run for president of our P.T.A. While I would be willing to serve I'm very nervous about the idea of presiding at meetings. I might get things mixed up. Is there some simple guide?

—MRS. A. T. H.

Let venerable General Henry M. Robert be your guide, as the National Congress of Parents and Teachers stipulates in its Bylaws. Back in 1876 General Robert wrote a code for the conduct of meetings in a democratic society, *Rules of Order for Deliberative Assemblies*. Ever since that time we have conducted our meetings by Robert's *Rules of Order*. Your simplest guide, based on Robert, is the chapter "Parliamentary Procedure" in the *Parent-Teacher Manual* (Section I).

For further reading on the General's rules you can obtain a modern edition (Scott, Foresman, \$2.50) or a paper-bound *Pocket Primer* (Houghton Mifflin, \$1.00). Still easier and cheaper (35 cents) and easy to understand are the rules found in the back pages of a new Signet paper-back book, *How To Be a Better Member* by Horace Coon. If you can't find a copy at your nearest paper-back stand or bookstore, write to the New American Library, 501 Madison Avenue, New York 22, New York.

For example, are you confused about the order of business? Author Coon lists the nine steps, all the way from the call to order to adjournment. Can you as presiding officer speak on questions before the group? What can you expect the secretary to do? What procedure is proper when someone wants to amend a motion? Or amend an amendment? When can the chairman rule that a motion is out of order? What do you do when you conclude that discussion has gone on long enough and it is time to bring the question to vote?

Mr. Coon answers all such questions. Don't let them frighten you. You'll find all the essential rules, plus the duties of officers, in seventeen pages.

General Robert, as a military man, set everything down very definitely, like the Articles of War. Modern practice, as Mr. Coon points out, tends to be more experimental. Groups nowadays adapt the famous *Robert's Rules* to their own needs rather than adhere to them strictly.

### *Help! Help!*

This column invites help from readers on a question from L. P. M., who asks, "What's happening with honors programs and honor rolls in high schools? Is there a change in thinking about students' working to get on an honor roll? Is the honor roll well accepted in our high schools?" I think the writer wants to know whether students avoid making the honor rolls for fear of being tagged by classmates as "brains" or "squares." What's the situation in your school?

—WILLIAM D. BOUTWELL



#### Oops! Hold That Water Bucket!

"Water quenches fire." Since you were a tyke learning to read you've heard this. But it isn't always so. Water's quenching power depends on what's burning, and on this basis fires have been divided into three classes: A, B, and C. In Class A fires, the flames are fed by wood, paper, or rags; in Class B, by gas, oil, or grease; in Class C, by live electrical equipment. Water will fight Class A fires, but it may actually spread the others. All three kinds of blazes can be checked with the help of an old stand-by on hand in many home pantries—plain baking soda.

#### Gentle Rebuke

A tidy-minded woman in Croydon, England, has her own method of dealing with litterbugs. When she noticed a passerby discarding a candy wrapper, she picked it up and handed it back to him with the polite remark that he seemed to have dropped something. "But I don't want it!" exclaimed the startled offender. "Neither does Croydon," was her quiet reply.

#### Reassurance for Parents

Families with small children might dine out oftener if there were more restaurants like the one in South Carolina. Its thoughtful proprietor put up a sign proclaiming: "Children Come First in This Restaurant. Relax, Parents. We Have Seven Grandchildren of Our Own."

#### Stopover on the Road to Recovery

Will I find a job? Will I be able to take care of myself? How will my family and friends react? To a person about to be discharged from a mental hospital, the world outside can look very frightening and unfriendly. A group of Veterans Administration mental hospitals, seeking to make the transition easier for their patients, have



## WORTH A TRY

inaugurated an experiment in "half-way" houses. The patient, upon his discharge from the hospital, is given a job that provides board, lodging, and medical care and pays a moderate salary. He is expected to work a full day and gradually to assume other responsibilities that go with a life of freedom. The V.A. hopes this program will reduce the number of mental patients who have to be rehospitalized because the strain of sudden adjustment to life outside the hospital is too great.

#### Boy on Wheels

Boy and bike always make a happy combination, but often the bike is too big for the boy or vice versa. A five-to seven-year-old needs a 20-inch wheel; the eight- to ten-year-olds will be safest with a 24-inch wheel; and those eleven and up require a 26-inch wheel. For safety's sake, say the experts, don't economize by buying Junior a bike that's too large (in hopes that he'll use it longer) or by letting him ride a vehicle that he's outgrown. Some parents cut the costs of their youngsters' bicycle-riding days by organizing neighborhood bike exchanges.

#### Trees and Smoke Stacks

Belts of trees around our industrial areas would help purify the air, the American Chemical Society reports. In England, tree belts, some of them thirty miles long and three miles wide, are being used to cut down on factory smoke and industrial irritants. How do the trees help? They change prevailing wind patterns and create updrafts around manufacturing districts to carry away smoke and irritating particles.

#### Good News as a Hobby

Sometimes it seems as if there's nothing but bad news in the daily papers. But one eleven-year-old boy can tell you that it's not so. When he began to take an avid interest in following the

news, his mother was worried that he might be disturbed by stories of wrecks, disasters, and crime. So she suggested that he start a good-news scrapbook. He fell in with the idea enthusiastically. Now when he picks up a paper he combs the columns for stories of thoughtful, generous deeds and clips the items for his collection. Occasionally he sends an appreciative letter to a person or a group mentioned in an article. If he receives a reply, it, too, goes into the scrapbook. Now and then he even dips into his allowance to help a cause he decides he should support.

#### Harvesting Good Will

Each summer thousands of migrant workers come to Hart, Michigan, to help harvest the crops of cucumbers and cherries. And each summer for the past ten years the residents of the town have expressed their gratitude by holding a fiesta. During the two-day celebration, held in the center of town, migrants and residents get to know one another as they enjoy a program of entertainment that includes Mexican music, singing, and dancing.

By this warm gesture the people of Hart tell the migrant worker that they are interested in him and appreciate his work. As a result, Hart always has a plentiful supply of help at crop-harvesting time. This past summer nearby Traverse City, which was not getting enough workers for its cherry harvest, asked Hart for assistance in planning a fiesta of its own.

#### Skirting the Issue

Why were the halls in the high school always so congested? The principal couldn't understand it. The corridors were narrow, it was true, but not that narrow. After studying the situation for a few days, the observant principal issued a simple request that promptly solved the problem. His appeal, in essence: "Girls, leave your crinolines and fancy petticoats at home, please!"



# Shall the Rod Be Spared in School?

*Yes, because . . .*

The school does not truly fulfill its educative role when it resorts to physical force and coercion. Education implies the application of intelligence to problems of human conduct. Logic and reasoning cannot prevail in the climate of fear that is associated with pain and punishment.

*Yes, because . . .*

School may be the only place where certain children can experience a rational approach to living. Some youngsters come from homes where force is the only means used to solve conflicts in personal relations. Unless these children are dealt with patiently and reasonably they never learn the satisfaction of arriving at a mutual understanding. They never sense the elation of finding compromise and harmony after controversy. As adults they will be likely to rely upon force and coercion to solve problems rather than the peaceful, orderly ways of democracy.

*Yes, because . . .*

Our increased knowledge of human development tells us that behavior is caused. Today's teachers search for the reasons why a child acts as he does. Realizing that there are no easy short cuts to changing behavior, they arrange experiences in which children can learn more acceptable ways of gaining satisfaction. As children are helped to understand the reasons for their behavior, they become more willing to learn new ways of solving common conflicts.

*Yes, because . . .*

For the development of mature citizens in our society, we must help children understand and accept authority rather than merely conform to it. Corporal punishment may be a deterrent for some

children, but it does not teach the child a better way of acting. It often creates attitudes of resentment or submission that prevent the child from ever living constructively with authority. Thoughtful adults are unwilling to obtain immediate conformity at the price of broader and more distant goals.

*Yes, because . . .*

The school as a social institution must reflect the forward movement of our culture. If we continue to use primitive methods in guiding the young we interfere with man's long progress toward a more rational civilization. Schools in a free and self-governing society must extend people's understanding of authority as derived from common consent and the collective welfare.

*Yes, because . . .*

Today's teachers believe in the worth and value of every individual. The humiliation related to the use of coercion and physical punishment denies this value. Corporal punishment destroys the essential quality of an effective teacher-child relationship. Because of long association and affection for their children, parents can use the rod and be forgiven—although even this relationship may become strained and warped. But the teacher who depends upon force loses influence in guiding children to an intelligent approach to life problems.

Whatever the intent, corporal punishment is almost always viewed by the recipient as demeaning and revengeful. Resorting to physical force, therefore, destroys the climate of mutual respect and confidence essential for children's personal and social growth.

—SYBIL RICHARDSON

Consultant, division of research and guidance, Los Angeles County schools

*This is a question that refuses to stay settled (if it ever was settled). Use of the rod, or any modern equivalent, is actually forbidden by law in some states. Still the question keeps coming up—in the press, at educators' conferences, at P.T.A. meetings, and among parents themselves. Sometimes the answer is a vigorous "No," to forestall the growth of blackboard jungles. More often, thoughtful people seek to uncover the causes of unruly behavior. Here in our forum-in-print we offer the views of persons representing four groups very much concerned with the whole problem: parents, teachers, school superintendents, and guidance counselors.*

### "There May Be Times . . ."

In my husband's book, *A Teacher Is a Person*, there is a chapter called "Spare That Rod." I believe I would subscribe to his summary statement in that chapter: "Discipline is a process of helping human beings adjust to their environment. It is as vague and broad as the atmosphere. Its chief components are purpose, good will, tolerance, patience, courage, and love. Beyond that a teacher, or parent, can have only faith in the outcome."

Our own children have never received corporal punishment in school, but they have not been so lucky at home. Neither my husband nor I have hesitated to use physical force under certain circumstances. Occasionally we have used it in anger, but generally we resist that temptation. We follow the rule that physical force is necessary only for the preservation of life.

We believe, for instance, that if a child steps into the street or turns on the gas oven or inserts a bobby pin into an electrical outlet, the kindest treatment that he can be given is a healthy blow of warning. When our oldest daughter was four, we were pleased one day to find her sitting near the curb, unwilling to reach a few inches into the street for her rubber ball. It had taken a good number of resounding swats, however, to condition her.

I should think a child ought to be well trained in personal safety before going to school. There still may be times, however, when corporal punishment is justified there, if only as a measure of last resort.

I say "last resort" because it seems to me that corporal punishment is one way in which a parent or teacher takes advantage of his physical superiority. Whether a teacher resorts to it or not, he cannot escape the fact that his size alone is a physical threat to a child. There are many uses of superiority that are as bad as corporal punishment, such as sarcasm and ridicule.

I would not think much of a teacher who used the rod often or who used it on all children or who

used it in anger. On the other hand, I do not believe that elimination of the rod always removes cruelty from the classroom. A teacher can be more cruel, and do more harm to children, with indifference and injustice than with corporal punishment.

—BILLIE JEANNE WILSON

*Mother, homemaker, and wife of Charles H. Wilson, superintendent of schools, Highland Park, Illinois*

### Spare the Rod—and Spur the Child

In general, the question "Shall the rod be spared in school?" must be answered in the affirmative, but I would not prohibit the use of the rod in rare instances. Modern psychological research shows that the practice of applying force and coercion as punishment for infractions of adult-established codes is a poor substitute for studying and acting upon the underlying causes of misbehavior. Under unusual conditions a school-age child should be reined in sharply—indeed perhaps excluded from the school society—to prevent harm to himself or to others. Such action, however, should be followed immediately by a searching for causes. Routinely, the more serious cases of misbehavior should be the subject of case studies in which administrators, nurses, parents, teachers, and psychiatrists probe for causes of bad conduct and recommend remedial courses of action.

Can a school be operated well without discipline? Certainly not! A school society can no more operate well under an anarchistic philosophy than can any other form of human society. If, then, we disavow the philosophy of vindictive and repressive discipline, what shall be our philosophy? An illustration or two may help to answer this question.

Both the faculty and the students of Manual High School in Denver recognized that school behavior could be improved. A student-initiated operation, called "Thunderbolt Code," was carefully planned and actively supported by students, faculty, and parents over a period of a year. A statement of the characteristics of loyal "Thunderbolts" has received wide acceptance among Manual High School students. It has made a difference in their day-by-day behavior and also in faculty and parent attitudes.

Denver junior high school pupils initiated a city-wide "Fun Without Vandalism" campaign in 1943. Consequently Halloween is no longer dreaded by our police department and our school officials. Merchants, parents, and pupils cooperate to make it a most enjoyable evening. Destructive mischief is almost a thing of the past.

Instead of a vindictive and repressive philosophy of discipline, I suggest a *positive, preventive, and cooperative* philosophy. Self-discipline, self-control, self-direction—skills demanded of citizens of a democracy—cannot grow under the negative "spare the

*This is the fifth article in the 1956-57 study program on the school-age child.*

## THUNDERBOLT CODE

The Thunderbolt Code is the Manual High School definition of the student's way of life that he accepts and agrees to abide by to the best of his ability. It is a high standard of conduct and attitudes that he promises to practice for the growth of his own self-respect and dignity and for the advancement of the reputation and glory of his school.

A Loyal Thunderbolt is conscious of developing good character and works to that end by:

- respecting the authority of his teachers and others responsible for his guidance and education;
- respecting and having confidence in his school leaders, representatives, and athletic teams;
- being courteous and respectful toward visitors;
- being respectful to the flag and color guard;
- not offending others with vulgar and obscene language;
- being punctual and meeting his obligations;
- being honest in doing his own school work to the best of his ability;
- turning in home study assignments promptly.

A Loyal Thunderbolt practices self-discipline by:

- accepting responsibility without constant supervision;
- conducting himself at athletic games and at all other times in such a manner that only credit is reflected on the honor and reputation of Manual;
- never smoking in unauthorized places;
- never displaying affection to an objectionable extent;
- never drinking at school or school functions;
- never running or rattling in the halls;
- never loitering in the halls and creating a traffic problem during passing periods;
- never littering the halls or lunchroom with food and paper;
- never sitting in parked cars during school hours;
- parking his car in the parking lot and leaving it there until the close of school each day unless given permission to leave school.

A Loyal Thunderbolt respects the property of others by:

- never destroying or damaging school facilities, books, or other school property;
- never destroying or damaging public or private property or that of his fellow students.

A Loyal Thunderbolt practices traffic safety by:

- obeying all traffic laws governing speed, overloading, and "smart-alec" driving;
- showing consideration for others in the parking lot by driving cautiously;
- respecting the rights of pedestrians.

rod and spoil the child" philosophy of educational discipline. Rather, they will flourish when boys and girls, young men and young women are given opportunities to respond to the positive and are encouraged to become active partners in the resolution of school behavior problems.

—KENNETH E. OBERHOLTZER

Superintendent of schools, Denver, Colorado, and second vice-president, National Congress of Parents and Teachers

### Getting at the Why's of Misbehavior

"Readin', 'ritin', 'n' 'rithmetic,

"Taught to the tune of the hick'r stick."

These familiar lines characterize the old-time school where fear of the rod was the order of the day. Imagine the degree of insecurity set in motion by that punitive instrument, the rod, as it held its place of prominence within easy reach of the schoolmaster sitting on the raised platform!

H a child in the traditional school were caught

lying, stealing, cheating, or misbehaving in any way, according to the standards of that era, he or she was dealt with severely. Knowledge of the reasons underlying such behavior was conspicuously lacking.

Suppose, for example, a child was caught stealing an object that belonged to someone else. He would have been branded a thief and would have suffered persecution by his classmates, in addition to the humiliation of being whipped before the whole school. A list of punishments in effect in a school of a century ago specified seven lashes for stealing.

We shall call this the *noncausal* approach to the behavior situation. The teacher merely looked at what the child did and meted out punishment for the offense. If the behavior ceased as a result of the punishment, it was only because the child's dissatisfaction with the punishment was greater than the feeling he was attempting to work out through his behavior in the first place.

In contrast let us look at the way a teacher in a democratic school of the present day might handle the same situation.

When the teacher is reasonably sure that Mary has taken Susan's lunch money, she draws Mary aside at an appropriate time. Without any show of emotion she proceeds to talk with her about the incident. And not only does she talk; she listens to what Mary has to say. Some first-aid device may be used to restore the lunch money to Susan, just as you would render first aid in case of an accident; but the causally oriented teacher does not stop there. She knows that stealing money is a symptom, the outward sign of a disturbed child, and she will seek out the reasons why Mary took Susan's lunch money. This we call the *causal* approach to behavior problems.

By the teacher's own example in everyday use of the causal approach, children too learn to think of their behavior and that of others in terms of what causes it. We advance a step farther when we lead children to think about different ways of working out their feelings and the probable effects each method might have on other people.

As experimental teachers, we do not use the rod in our classrooms, but the result is not extremely permissive action.

We believe in teaching children (1) how situations in their social environment come about, (2) what the feelings are of the people involved, and (3) what effect the method chosen to work out those feelings can have on others. If we can teach them these three things, we believe we are helping children reach a level of maturity not yet attained by many adults of our generation.

—MARIAN KENNEDY, LUCILE DUNN, MARGARET HULT, MARY JEANNE PALMER, AND ROBERTA CRETCHER

Experimental teachers, Kenwood School, Cedar Rapids, Iowa, for the preventive psychiatry program of the Child Welfare Research Station, State University of Iowa



## Thanks and Best Wishes

To Martha Eliot

LAST NOVEMBER an indefatigable worker for children's welfare and an internationally known leader in the health field, Martha M. Eliot, M.D., resigned as chief of the United States Children's Bureau. Dr. Eliot is a loved and loyal friend of the National Congress of Parents and Teachers and a valued contributor to this magazine. Fortunately her services to the children of America and the world will not end when she leaves the Bureau, for on January 1 she assumes new responsibilities as professor of maternal and child health at Harvard University.

The association of the National Congress with Martha Eliot and the Children's Bureau has been long, intimate, and fruitful. The Congress early recognized the need for a government agency devoted to child welfare and pressed for its establishment. Since the creation of the Bureau in 1912, the parent-teacher movement and this federal agency have been firm allies.

**I**N HER CONTRIBUTION to the golden jubilee issue of the *National Parent-Teacher*, Dr. Eliot wrote: "I am struck with the fact that the history of the National Congress and the Children's Bureau have been so intertwined. We've worked together on so many fronts—child labor, juvenile courts and juvenile delinquency, maternal and child health, handicapped children, and all the White House Conferences on Children from 1919 to 1950, to name only a few."

Small wonder that as we think together about our common problems we find we share a common point of view. The current theme of the National Congress, for example, is "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both." Dr. Eliot expressed the same conviction when she testified before the Senate Subcommittee To Investigate Juvenile Delinquency. "Juvenile delinquency," she said, "is an end result when children do not have, in their families and communities, opportunities for healthy development. We cannot remind ourselves too often that children live in families and families in communities."

For thirty-five years Dr. Eliot has used her exceptional abilities solely for the benefit of children and families. After receiving her medical degree from Johns Hopkins, she served as pediatrician in various

hospitals. In 1921 she accepted a position at Yale University Medical School, where her research on rickets brought a daily dose of cod-liver oil into the diet of millions of babies. In 1924 Dr. Eliot joined the Children's Bureau. Ten years later she was made assistant chief; in 1941, associate chief; and in 1951, chief. Universally revered for her wisdom and compassion, she has also held various posts with the United Nations International Children's Fund and the World Health Organization, which she served for a time as acting director.

Upon her resignation from the Bureau, Marion B. Folsom, Secretary of the Department of Health, Education, and Welfare, paid her this tribute: "Your influence in helping to give children a safe, healthy, well-adjusted start in life has been felt not only in this country but around the world."

President Eisenhower, regretfully accepting the resignation, wrote to her: "Future generations of children will be the beneficiaries, as past generations have been, of the forward-looking and selfless service you have given in their behalf for thirty years."

**F**ORWARD-LOOKING Dr. Eliot certainly is. Only a few weeks ago she announced another of her far-sighted programs—the establishment of a national committee of atomic scientists and physicians to gather information on hazards to inheritance and child development, including hydrogen bomb fall-outs and other radiation sources.

In the recent history of the Children's Bureau, Dr. Eliot entitled the final chapter "To the Future." She concludes in these words: "Each generation of children brings its own problems—problems which require new approaches, new inventiveness, new counter measures—and above all new knowledge and greater skill on the part of adults."

"All these things are of the future—the children are the future."

"With Dr. Eliot," says Mrs. Rollin Brown, president of the National Congress, "we do look to the future—and treasure it. We hope her work in the years ahead, as in the past, will be intertwined with ours. We look forward to many more years of consultation and cooperation to achieve her goal and ours—the best, fullest development of every child."

## *Edith G. Neisser*

"WILL YOU ACCEPT A COLLECT CALL from Mr. Stephen Clark in Elmtown? All right, Elmtown, go ahead with Springfield."

"Hi, Dad. You've got a brand-new grandson. Born half an hour ago. Marian's fine. Sure, everything's O.K. But the young man was two weeks ahead of schedule and we have a problem. You know Marian's mother was coming to look after Betsy if things had gone as we'd planned. Now she can't get off. It's registration week at the school, and she's the dean's secretary and I guess his right hand. My vacation is all set for early next month, so I can give Marian a hand then and look out for Betsy. But I can't switch dates on such short notice, so right now . . ."

"Hello, Stevie. Congratulations. This is Mother. I grabbed the phone. Would you like me to come and take care of you and Betsy? Fine. I'll leave on the eight-o'clock train in the morning. Of course it'll be all right with Dad. See you tomorrow. Love to Marian. Good-by, dear."

This call and many similar ones come to grandparents over and over again. Probably most of us, when asked "What are grandparents for?" would answer "To meet emergencies." The definition of an emergency varies with the distance and the flexibility of the grandparents involved.

Steve and Marian Clark, who lived a good hundred miles from Marian's working mother and three times as far in the opposite direction from Steve's parents, knew their parents could be counted on in a pinch. But it had to be a tight pinch before they would ask either grandmother to drop everything and come to their rescue. Acute or prolonged illness, new babies, perhaps a carefully timed vacation for the younger Clark couple—such situations might justify a request that one of the grandmothers come and take over. Except when faced with special circumstances like these, Steve and Marian were wary about asking for help. As Marian said, "If we cry 'Wolf!' too often, we'll kill the goose that lays the golden eggs." Marian was more poetic than accurate in her speech, but her mixed metaphor did convey their point of view.

The Clarks' friends, the Hillstroms, could put an "Emergency" label on packages of experience quite different in size and content. The small Hillstrom children were richly endowed with four available grandparents and a great-grandmother. To young Nell Hillstrom an emergency might be unexpected guests, having the house torn up with painters, a snuffle that kept one of the youngsters housed for a few days, or just the feeling that if she couldn't get an hour of peace and quiet she would simply collapse. At the drop of a hat she could pack the two-year-old and the four-year-old off to whichever grand-

WHAT

# *Grand- parents*

ARE FOR



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mother was free for a few hours or for the day, and everyone would be pleased with the arrangement. If one of the youngsters was kept indoors with a minor complaint or if Nell had a dentist's appointment, Granny, who was an active seventy-five, would be on hand as a sitter.

### Widening the Circle of Security

Some of the other contributions grandparents make to their children's children are less obvious but equally vital. The extra measure of affection they can give the children is a strong bulwark, stronger than we sometimes realize, in reinforcing the emotional well-being of these small persons. To love and to be loved by several adults is a bracing tonic to the spirits of the young, and as a rule grandparents have an ample supply of this tonic.

Grandparents often, all unawares, serve as a means of widening their grandchildren's horizons. A small child feels safe and at ease when his mother is around, but for many one- and two-year-olds the dark rim of outer space begins just beyond the sound of Mother's voice. Even three- and four-year-olds are not sure that anyone but Mother (and maybe Father) really knows how to make them comfortable.

The first time four-year-old Lucy was to go on a day's excursion with her grandfather, she seemed troubled. Her mother explained that Grandpa and Lucy would drive to a farm where Lucy had visited earlier in the summer with her mother and father. They would see the cows, feed the chickens, watch the ducks, and then maybe have a boat ride on the lake and lunch on the way home.

"How'll Gramps know what I like to eat? Does he know I don't want a high chair like babies? Does Gramps know where the farm is? If I have to go to the bathroom can I ask Gramps to take me? Does he know where bathrooms are?" she asked her mother while she was getting dressed.

In spite of Lucy's misgivings, however, the expedition was a huge success. When she came home she announced, "Gramps is almost as good as Daddy. He knows lots of 'portant things."

To have discovered that "lots of 'portant things" are generally known outside your own home is indeed the beginning of wisdom.

Grandparents are the ideal persons to give a small child the feeling that contentment is to be found with someone other than Mother and Father. Grandparents, in what they say and do, are likely to be sufficiently similar to the youngster's own parents to bridge the gap between the familiar, which involves a minimum of risk, and the unaccustomed, which is dubious. Two-, three-, and four-year-olds are dyed-in-the-wool conservatives!

Because Grandmother's ways are similar but yet not identical to Mother's, the preschool child absorbs another big lesson as he spends time with the

**Some people can do so much by just  
simply being. How many grandparents know  
how very important they are?**

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*This is the fifth article in the 1956-57 study  
program on the preschool child.*

older generation. He finds out that there is more than one good way to eat your supper, get ready for an outing, or close a door. He gets the idea that variations on a well-known theme, such as the day's routine, are not hazardous but perhaps even pleasant. From casual incidents he may arrive at the philosophy that when in Rome you can, without serious inconvenience, do as the Romans do. That attitude can be better preparation for the first days at school than knowing how to read a few words or add a few numbers.

### Home Ways Are Not the Only Ways

When Chester's father deposited him at Grandfather's ranch for a week-long visit, the three-and-a-half-year-old had some illuminating experiences. Breakfast in Chester's home was a catch-as-catch-can affair. His father left for work at six-thirty every morning. When Chester heard him in the kitchen, he would get up and join him for ten precious minutes and a pre-breakfast piece of toast and jelly. Then Chester would go back to his room and play quietly until his mother called him. By this time his brother and sisters were clamoring that the school bus would be there any minute and they couldn't wait for eggs and bacon.

Their mother, with that clairvoyance vouchsafed to mothers of four children between half-past-seven and half-past-eight in the morning, located pencils, mittens, books, and sweaters while she stirred the oatmeal. Chester meandered around in the midst of this cheerful confusion, a banana in one hand and a sock in the other.

Breakfast at Grandfather's was a far cry from this hurly-burly. Grandpa and Uncle Joe came in from the orange grove ready for a big, leisurely meal. Grandma did not press sausage and buckwheat cakes on Chester, for she remembered well that three-year-old appetites are not usually at their heartiest early in the morning. But she did not allow him to wander around the breakfast porch half dressed. "Everybody

sits at the table, and you'll miss a lot of fun if you aren't here," she announced. After the first two days Chester fitted into the orderly pattern of what he called "Grandma's sitting-down buckfist."

What about the charge that grandparents are overly indulgent, that they counteract the discipline of mothers and fathers, and that (oh, horrid thought!) they spoil their grandchildren? Some grandparents—and probably all at times—are less firm in certain matters than are a child's parents. Yet as long as Grandma makes it clear that "you may do this here with me, but at home with your mommy you do it her way," she is not undermining a mother's regulations. She is not apt to be spoiling anybody or anything either.

#### **Children, Too, Need Relief from Pressure**

Everyone needs some place "to get away from it all." What better refuge could there be than Grandmother's or Grandfather's house? If a grandparent lives under the same roof with the grandchildren, his or her room may offer almost as much change in emotional temperature as does a separate dwelling.

More than ever today, when the three- or four-year-old is likely to have one or two younger brothers or sisters, or perhaps several older ones, does he need once in a while to have an affectionate adult all to himself. Today's homes are often crowded, mothers are necessarily hurried, and the preschool boy or girl lives under more pressure than we realize.

For the eldest in the family, a chance to be with Grandmother or Grandfather may mean an opportunity to get some of the babying that he may have missed because a younger brother or sister crowded so quickly on his heels. "Don't have to be big here! Don't want to be big," a two-and-a-half-year-old veteran of two new arrivals in the family muttered as his grandmother carried him into bed. Backsliding? Yes, it was, but backsliding within reasonable limits may sometimes have curative powers.

To the youngster who is always scrambling to keep up with several older brothers and sisters, who feels the older ones look down on him as a baby, being with Grandmother may be a distinct release from the strain of proving himself in every activity. After a few hours or a few days, he can return home refreshed.

#### **That Lovely Thing Called Leisure**

Grandparents have a most precious gift to present to children—time. They have time to answer questions and to listen. They will let a small person look at all the cars as a long freight train goes by or inspect every spoon in the drawer without saying, "Hurry up, your sister is waiting for us on the corner" or "Give that back to me right away. I've got to feed the baby; he's so hungry he can't wait another minute." (The patience of a grandparent may be

born of the knowledge that at the end of the day or the end of the week he can retreat into his adult world, but its part-time nature is the virtue of the office.) To a youngster in a large family, an unhurried day now and then is balm to the spirit. Most grandparents feel that one grandchild at a time as a guest or companion is the happiest arrangement—a plan that would get the vote of the small children, too.

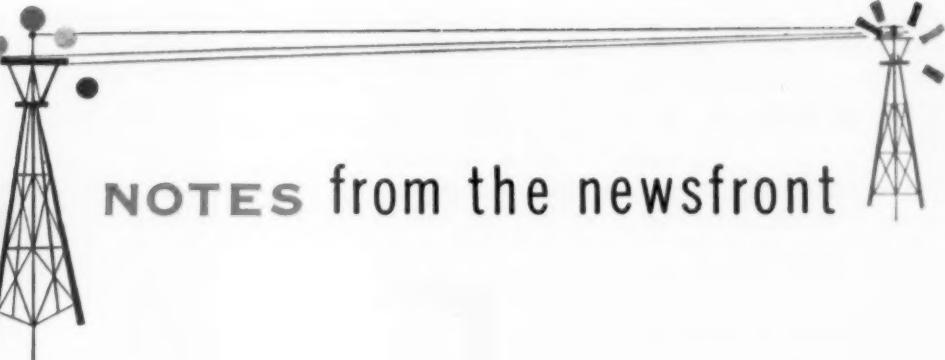
One four-year-old put her problem in a nutshell. After Grandpa had finished the second reading of her favorite book, she cuddled up to him and said, "I like you 'cause you read it all. You don't say, 'No more time' like Mommy." She was thoughtful for a minute. Then she added, "You got plenty of time?" When he assured her that he had, she said contentedly, "I like plenty of time. When I'm a big lady I'm going to have plenty of time like you and Gramma." It is a happy child who feels that a grownup has plenty of time for him.

Grandparents make still another contribution. They serve as a link with the past and give a child a feeling of having roots. Gone are the dim attics of a grandmother's house where a youngster could find old family portraits and lovely, if somewhat battered, keepsakes. Yet even in those streamlined, functional apartments where grandparents are likely to be found these days, some photograph, some trinket, or some well-worn utensil in the kitchen will catch an observant three- or four-year-old's eye and draw forth the question, "Where dis from?" or "What's that for?" or "Who's that funny lady?" As Grandpa or Grandma talks about the fact that the old blue bowl came from far across the ocean long ago, or that the funny lady in the picture was his mother or her grandmother, a small child's world expands. He may not understand the explanation the first time, but he will undoubtedly return to the same line of inquiry later. "Tell me about Daddy when he was a little boy" or "Tell me about when your grandfather kept a horse in the back yard" are requests that bespeak a healthy curiosity and a vaguely stirring desire to establish a connection with far-off times and places.

What are grandparents for? To answer that question we may borrow the syntax of Ruth Krauss' *A Hole Is To Dig* and reply that "grandparents are to accept"—in all that the word *accept* implies—the many calls that come to them. And in accepting, as it were, the collect calls, they also collect rich rewards of their own.

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*Edith G. Neisser, child guidance editor of Childcraft, is also a well-known writer. Her book, Brothers and Sisters, published several years ago, is outstanding in its field. So is the pamphlet she wrote on "How To Be a Good Mother-in-Law and Grandmother." Mrs. Neisser is herself a grandmother.*



## NOTES from the newsfront

**Teachers' Utopia.**—"The kind of teacher our children need is the kind who can afford to buy a book whenever he wants to, go to a concert or a play fairly often, take an extended vacation once a year, and even travel abroad at least once or twice during his career. . . . He should have a standard of living commensurate with his role in the community without having to resort to part-time after-school and summer jobs in order to make ends meet." So says David G. Salten, superintendent of schools in Long Beach, New York. With a teachers' salary schedule that is in line with this philosophy, it's not surprising that Long Beach is one city that has no teacher shortage.

**Robot Suite.**—Will the music of the future be composed by electronic brains? This depressing possibility is not as far-fetched as it sounds, if a recent news item is a hint of things to come. During a concert at the University of Illinois, a three-movement musical suite composed by an electronic brain was performed and favorably received by the music critics. Assisting the brain in its creative venture were two scientists, who translated the basic rules of musical composition into mathematical symbols that the machine could use.

**Scholarships for Hungarian Students.**—America's heartfelt welcome to those Hungarians who managed to escape from their terror-filled country has included the promise not only of homes and jobs but of a college education. Some time before the first refugees arrived by plane, two great universities—Chicago and Columbia—had set up scholarship funds for Hungarian students. Other leading colleges and universities are following suit.

**Our Soaring Canine Birth Rate.**—According to a dog food manufacturer, the U.S. canine population is growing four times as fast as the human population. Almost every other household has a dog, and 15 per cent have two.

**Opportunities Overseas.**—If you know someone who is interested in a career abroad, you might suggest that he write to the U.S. Information Agency, Washington 25, D. C. The Agency is seeking men and women of intelligence, imagination, and broad experience for overseas posts as cultural affairs officers, information officers, and bi-national center officers. Applicants should have a record of achievement in public affairs, cultural affairs, English-language teaching, or some medium of communication. The age limits are thirty-one to fifty-five, and salaries range from \$5,700 to \$10,700 a year.

**End of an Era.**—"First stop" for the fifteen million immigrants who came to this country between 1890 and 1954 was Ellis Island in New York's harbor. At "Uncle Sam's

Hotel," as they called the island, the newcomers spent their first few days in America while their travel papers were checked and their health examined. But by 1954 so few people were entering the United States that the Immigration Service shut down its station. Now the island—plus the ferry that once carried thousands of immigrants to New York City each day—has been put up for sale.

**So That There May Be No Tolling of the Bells.**—It was a sad sound—the sound of the church bell in the Brazilian village of Pacoti. Three times a day, and sometimes often, it tolled the death of a baby. But that was in the days before there was a United Nations International Children's Fund. Today, as a result of UNICEF's nutrition campaign (financed in part by the sale of UNICEF greeting cards), Pacoti's bell tolls a baby's death but three times a month.

**With an Eye to Economy.**—A thrifty Maine sea captain is credited with "inventing" the hole in the doughnut. It happened this way. While at sea, the men on the captain's ship would take their fried cakes (as doughnuts were called then) up on deck or on the bridge and stick them on the spoke of the wheel until they were ready to eat them. The captain, resenting this loss of good food, ordered the cook to make the cakes with a hole in the center.

**Good-will Voyage.**—The *Mayflower* will soon set sail once again. Not the same *Mayflower* that came across the Atlantic more than three hundred years ago, but an almost exact replica of that historic boat. A gift from the people of Britain to the United States, the ship will make its trans-ocean voyage next spring, and after visiting cities along our eastern seaboard will be anchored permanently near Plymouth, Massachusetts. Money from exhibition fees will be used for exchange scholarships between Great Britain and this country.

**A Lift for the Gifted.**—The young person who wants to go to college but can't do it without financial aid will do well to look into a recent publication of the American Legion's National Child Welfare Division. Entitled *Need a Lift?* this sixty-eight-page pamphlet gives information on scholarships and state education benefits available to high school graduates in all forty-eight states. To obtain a copy, send ten cents to the American Legion, 700 North Pennsylvania Street, Indianapolis 6, Indiana.

**Let's Not Be Hidebound.**—After chiding an eight-year-old boy for not knowing his birthday, the teacher looked it up for him in her register. When she told him that it was April 15, he gave her a resigned look and said, "That was my birthday last year."

*W. B. Wolcott, Jr.* Principal, Haddonfield Memorial High School, Haddonfield, New Jersey

# Fairlawn

**Ever try brainstorming about a new kind of school?**

**Spare a few moments for one school administrator's daring dream.**

THE FIRST GLIMPSE OF THE OLD STONE HOUSE, comfortably settled in its thinning grove of maples, suggested nothing more than the faded splendor of the age that had produced it. The lawns that bordered the curve of the drive bespoke a need for the care that had once made them the pride of the owner—a pride that had taken material form in the wrought-iron name plate, "Fairlawn."

A scant fifteen miles from the center of the city, fighting off the encroachment of suburban "split-levels" and "ranchers," this twelve-acre remnant of a bygone splendor might have signified the final retreat of a lost era. Actually it housed a most heartening educational experiment, one well adapted to the pressures of this very modern, very contemporary age.

The experiment that is being conducted at Fairlawn has captured the interest of hundreds of parents in the neighborhood, of every school board in the county, and of many an educator in the nearby university. Here a school has been organized and has operated for two full years, now, to provide an unusual opportunity for boys and girls with established academic interests and seriousness of purpose. Most important, Fairlawn has accomplished all this without removing one active teacher from the staff of any other school.

The whole idea began about four years ago when Tom Garrity was only two years away from retirement at East City High. Tom was full of vigor, just as fond of teaching youngsters as he had ever been,

just as sold on the importance of a knowledge of history as he was the day he had received his M.A. from the university. The law said that Tom was about through, but Tom knew he wasn't.

And Tom knew some other fellows who still had a number of good years ahead of them. Good years, that is, if they could stay active and not lose the spark which had kept their teaching vital for so many generations of high school students. They joked about the joys of retirement, but when these teachers thought about it seriously they did not welcome the idea.

### **Rich Returns from Mature Scholars**

At first the new project was just a topic of casual conversation in the faculty room. But the longer Tom lived with it, the more certain he became that he was on the trail of a sound idea. Why not start a school that would be staffed entirely by some of the best teachers of the area, retired from the systems in which they had worked most of their lives, but still dedicated to youngsters and to the task of molding their minds? Only the best teachers, the enthusiastic, the young in spirit would be included. Nor need they be ignored or discarded because the age of their bodies lagged behind the age of their minds. Each teacher could be employed for whatever part of a full academic day his strength would allow.

The details of this portion of the plan were carefully incorporated in the educational system that



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has become Fairlawns. Teachers who carry a full load teach four classes each day and spend four periods in their classrooms or laboratories to direct and assist their students as the need arises. For a variety of reasons some teachers choose to devote less than a full day to the task. Mildred Barnes, the art teacher, feels that she must spend most of her time in her downtown studio. At Fairlawns she is available for a hundred minutes on each of the five school days. Doc Branchard comes in just before lunch and rambles on through Byron and Keats to an audience that includes almost every student in the school. Doc says it is a race between his knees and his eyes as to which will fold first, but as long as there are kids who can keep up with him, he will lead them a merry chase after the Romantic poets. The students know that each year may be Doc's last and that they will not find anything any better, no matter where they finally go to college.

Tom Garrity had another idea about saving the strength of the faculty. He remembered the energy he had expended down through the years handling all the paper work that the central office sent his way: attendance forms, report cards, yearbook subscriptions, contributions to the Community Fund, measurements for caps and gowns. He recalled the hours that he had paced corridors, stood guard in lunchrooms, supervised study hall. What might he have accomplished if every moment devoted to scoring daily quizzes had been dedicated to creative

work? As the years spun out, it was these extra duties, he believed, that consumed the energy of the older teachers and made some of them eager to stop at the first lawful moment.

### **Deliverance from Drudgery**

Many a teacher, Tom was convinced, would teach quite a few additional effective years—if he were permitted just to teach. And in the system that has evolved at Fairlawns the idea has been given a good deal of attention.

Clerks are employed to take care of essential clerical work. One clerk is assigned to two or three teachers. They are not in direct contact with the students for educative purposes. They are not educational interns. Nor are they substandard teachers who help with certain phases of teaching. They do not supervise part of the class while the remainder is being educated. They are clerks, doing clerical jobs.

A daily quiz, for example, has to be duplicated and has to be scored. The clerk duplicates the questions that the teacher has prepared. She may distribute them at the start of the testing period and supervise the students during the test, while the teacher devotes his energy to a less mechanical task.

When the students finish the quiz, the clerk scores the papers, records the scores, and at times treats them to statistical analysis.

Freed of the drudgery of mechanical operations, teachers are able to devote much more time to preparation, analysis, and interpretation. Tom's idea was that the teacher should spend every bit of his time with the students he's teaching or with the material being taught. "Maybe the younger teachers can afford to waste their energy," Tom commented, "but when your energy is limited and its value has increased accordingly, you learn not to dissipate it on trifles. As a matter of fact, I doubt that many of these old-timers would have agreed to come to teach at all if I hadn't promised them relief from all the school-keeping business that had dulled some of the fun of teaching during the lengthening years."

Opposite the teacher who likes to teach sits a student who wants to learn, here at Fairlawns. One of Tom Garrity's earliest conclusions was that there is no sense in wasting a superior education on a child with an inferior purpose. He was not too much concerned with the intelligence quotient of a student, but he did want to know a great deal about his seriousness of purpose. If a boy or girl understands what the school has to offer and wants earnestly to obtain the kind of education available at Fairlawns, there is little doubt of the outcome.

To make sure that students would be sufficiently mature to fit the purpose of the school, it was decided that only those who had completed the tenth grade of public school would be admitted. Fairlawns offers them either two or three years of education,

preparing them to enter either the freshman or the sophomore year of college. Even in the two years of its operation, the school has enabled several of its graduates to enter college with advanced standing in more than one academic field. In time Tom and his staff plan to coordinate the program with the programs of the university and of nearby colleges. Then a three-year student from Fairlawn will have no difficulty in gaining admission to the sophomore class.

Thus the school's single purpose is to prepare students for further formal education. And its program seems to guarantee that they will be well on their way by the time they leave.

The daily program is about like that of any secondary school. Classes start at eight-fifteen and run to three-thirty-eight fifty-minute classes with half an hour for lunch. Seldom are there more than twenty students in a class. That applies, however, only to classes that meet for discussion. When Doc Branchard lectures on one of his favorite poets, he goes to the assembly room and talks to half the school. "Why," Doc asks, "give the same lecture four times to four classes?"

That kind of class is offered perhaps twice a week. The other classes are made up of groups of twenty—for purposes of discussion, for criticism of reports, and for testing. Individual students who desire private conferences usually arrange to meet with the teacher in the period right before or right after the class.

Each teacher who has a full schedule of four classes is provided with a classroom that is his alone. He is encouraged to equip it with books from his own library, with his own tools or apparatus. During each free period students are expected to report to the classroom of one of their teachers, either to study quietly or on occasion to consult with the teacher. In the science courses laboratory work consumes the extra period at least three of the five days. More often the students remain for a total of ten periods a week.

#### Dollars and Dreams

Asked to discuss costs, Tom Garrity revealed that his first hope had been to establish Fairlawn under the public school system. But the problems that immediately arose concerning teachers' pensions quickly drove the idea from his mind. It would require years to have enough laws passed to make the project possible. Rather than wait and try to sell an unproved idea, Tom decided to demonstrate that the plan would work, then let time take care of the popular acceptance of the program and perhaps its subsequent absorption into the public schools. He obtained sufficient financial backing to permit him to lease the building and provide operating capital. Tuition fees pretty well met the costs of operation.

Faculty members are paid at the fixed rate of a thousand dollars for each unit of instruction (one class and one consultation period a day), regardless of their previous experience or their number of years of service at Fairlawn.

"I know right away what objection you are going to raise," Tom hastened to add. "You'll want to tell me that it's not a fair wage for a top-flight teacher, and you will be willing to bet that a teacher who received sixty-five hundred dollars one year will not work for four thousand the next.

"It's a good point, but it just isn't true. In the first place, several of the teachers who have been with us for two years were faced with the prospect of living on an annual pension of three thousand dollars. Now they have this plus our four thousand dollars. And they have the tremendous satisfaction of doing one of the best teaching jobs that they have ever been privileged to do, under the sort of conditions they have always dreamed about. Those who are under social security take a serious loss, we know. Yet they are still much better off financially than if they had not worked, and above all they have an interesting and profitable use for their time and their energy."

Tom rose from his desk, pointing through the half-shuttered windows of the study to the lawns that fell away to the main road and bringing the interview to a conclusion.

"Maybe it was just luck that gave this place its name, Fairlawn. But we like to think that there is some significance in it. This school seems like a fair break for the ambitious youngsters who can develop their talents under experienced teachers and excellent conditions of study. It offers the teachers a fair break by providing the sort of teaching situation they have always wanted, lucrative work in keeping with their energy and their interest, and students who ask to be led and directed.

"Furthermore, the school certainly provides a fair break for the overcrowded high schools of the area. It enables them to do a better job with those who are left, while relieving them of the necessity of devising an appropriate program for their relatively few gifted students.

"Finally, we give colleges a little relief by keeping some of the students through the thirteenth grade and by making it possible for others to move through college in less than the usual four years. Our sincere hope is that we can set so fair an example, here at Fairlawn, that a goodly number of teachers and students will soon have the opportunity to develop and expand our experiment."

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*So ends a provocative, though hypothetical, account of an audacious and timely experiment in preparatory education.*



## N.P.T. QUIZ

a family counseling service

### Consultants

Nancy Bayley  
Muriel W. Brown  
Flanders Dunbar, M.D.  
Edmond R. Hess, M.D.

Reuben Hill  
Ralph H. Ojemann  
Esther E. Prevey  
Lyle M. Spencer

• *How early can you tell whether a child may be allergic? I have a baby a year old who sneezes a great deal. All the pediatrician whom I consulted said was "Watch that sneeze." Is there anything I can do by way of prevention now, and what kind of tests, if there are any, would indicate why my baby sneezes so much?*

It has become almost fashionable to have an allergy today. Certainly we are hearing more about allergies than ever before and for a multitude of reasons: better and earlier diagnosis by doctors, more publicity in the press, and wider dissemination of knowledge among laymen. It has been said that more than 10 per cent of the general population has allergies of one sort or another. These may appear as eczema, hives, hay fever, asthma, or migraine—all various forms of allergy.

How early in life, you ask, can one suspect allergy in a child? It may reveal itself in the newborn baby or in the early months of life. The family history is of utmost importance here. A familiar story is that one or both parents have hay fever or asthma or that one parent had eczema during infancy. Either of these facts would make the astute physician think of the possibility of a child's developing allergy early in life.

A common cause of colic in a small infant is allergy to cow's milk, which may also produce eczema. Removal of the offending substance will almost immediately relieve the symptoms. For example, if an infant develops colic, frequent bowel movements with mucus, or eczema, the substituting of a soybean derivative for regular cow's milk almost invariably brings relief. Similarly if the allergy is due to wheat, eggs, or any other foods, elimination of the offending (or causative) substance will result in immediate improvement.

Skin tests, either scratch or intradermal, can be made to determine the exact food substance that is causing the trouble. For infants, however, it has been

found more practical to use elimination diets than to resort to skin tests. Actually in the first year of life, testing is unnecessary and may even lead to false conclusions. But for children of preschool and school age, skin tests are highly useful in determining the offending substance, whether it be food, inhalant, or epidermal.

Allergies caused by molds, grasses, trees, epidermals (dog or cat dander), and so on, may show up as sneezing spells, itching, watering of the eyes, and coughing. Although these symptoms are uncommon among children under two years of age, they may occur this early. I recall one infant about five months of age who began to sneeze a great deal during the hay-fever season (roughly from August 15 to the first frost). Both his mother and his uncle had severe hay fever. The child's allergy was controlled by desensitizing him against the offending substance, which turned out to be ragweed.

As I stated before, skin tests may be valuable in determining what causes the allergy. But if the symptoms are relatively mild and not giving much trouble, the physician may prefer to wait and observe the case, perhaps prescribing some mild drug that may relieve the symptoms. He may delay until the youngster is a bit older and more cooperative before under-



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taking any extensive skin testing. If he feels that the symptoms may be due to house-dust sensitivity, he may suggest removing carpeting and draperies from the child's room, or if he suspects feathers in a comforter or pillow, he may recommend the use of an allergy cover.

All this sounds a bit complicated, but families who have allergies realize that there may be serious problems, which will require time and cooperation before they can be solved. The solutions may not be easy to arrive at, but perseverance and understanding are necessary in achieving the desired result—to prevent what might otherwise become a serious and troublesome handicap.

—EDMOND R. HESS, M.D.

Pediatrician  
Chicago, Illinois

• *My little girl is almost two years old. Most of the time she is a lovable child with a normal amount of mischief and temper. The thing that worries me is this: When she becomes angry or frustrated she hits herself on the face or the head. I hasten to add that she has never seen such behavior on the part of her parents or anyone else. It is all well and good to be told to disregard her behavior, but I just can't because I'm afraid she'll injure herself. What can I do to get her to stop this self-pummeling?*

It is very difficult to give general advice in answer to a question like this. So much depends on the child, on the conditions under which she punishes herself, or on how severe her self-punishment is. I suggest that you watch her carefully and write down the circumstances each time she does this. Who was present? What seemed to upset her? What did she do? Did she look to see whether you were watching her? What did you do? Was she trying to get your sympathy, or did she really seem to need to punish herself? If you give her plenty of love and affection and show your approval of the things she does that you like, does she still continue to hit herself?

Sometimes children get upset because they want to do things that are beyond their ability. If this is the case with your daughter, the tantrums will be outgrown as her ability and skill increase. Give her a little time, along with understanding help. Then should she still persist in her self-punishment, I suggest that you seek the help of a child psychiatrist or psychologist, who will see the child and help you with her problems. A child guidance clinic, if there is one in your community, is a good place to go for advice. If there isn't one, write your state mental hygiene society for a list of such clinics in nearby towns and cities.

—NANCY BAYLEY

Head, Child Development Section, National Institute of Mental Health, U.S. Public Health Service

## For Program Builders

### The National Chairmen Suggest . . .

"A good P.T.A. program is a planned adventure in community enrichment," says our *Parent-Teacher Manual*. To help units build programs that will fit this description, the chairmen of our National Congress standing committees are always on the alert for new resources. A few of their most recent recommendations to their state congress chairmen are described below.

#### School Education

If your community is one through which migrant families pass, your school and your P.T.A. can profit greatly by reading *Teaching Children Who Move with the Crops*. This attractively illustrated book tells the story of the Educational Program for Migrant Children carried on in the Fresno County (California) schools, in the heart of the San Joaquin Valley's "cotton patch." John W. Studebaker, national chairman of School Education, points out that such chapters as "Learning a Second Language" and "Learning for Better Living" apply also to schools where children come from varying cultures. Walter G. Martin, Fresno County Superintendent of Schools, Fresno, California, can give you information on how to obtain a copy.

#### Programs and Founders Day

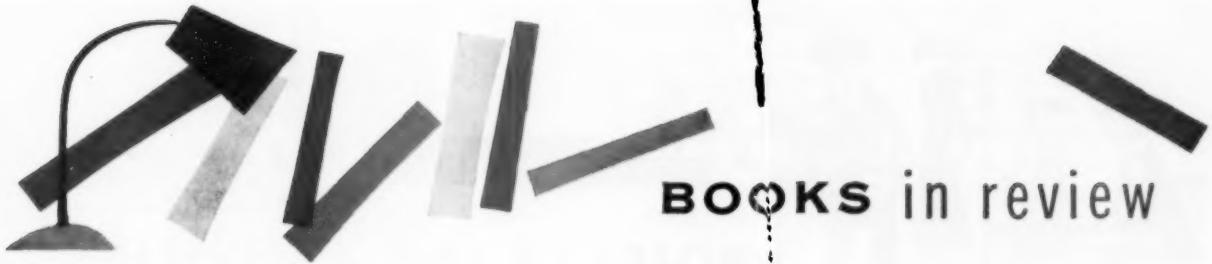
Looking ahead to Founders Day next month, Mrs. John E. Hayes, chairman of Programs and Founders Day, suggests that the N.E.A. film, *A Desk for Billie*, would be appropriate program material for Founders Day observances as well as for regular meetings. Based on the childhood experiences of Billie Davis, the "hobo kid" (see "A Life That Is Better than Beans" in the October 1955 *National Parent-Teacher*), this full-length film illustrates dramatically the important role of the teacher in a child's life. To borrow a print of the film, write to your state education association.

#### Juvenile Protection

Good employment certification services protect young workers and also help make their first work experiences satisfying. For communities interested in strengthening and expanding their services along this line, Mrs. E. L. Church, Juvenile Protection chairman, recommends a pamphlet of the Bureau of Labor Standards, *Services to Young Workers and Employers Through Employment Certification*. Especially valuable are the sections on physical examinations and arrangements for corrective care and follow-up. Send for a free copy to the U.S. Department of Labor, Bureau of Labor Standards, Washington 25, D. C.

#### High School Service

In a letter to her chairmen, Mrs. C. Wheeler Detjen, national chairman, calls attention to a sprightly and effective skit entitled "Don't Be a Dropout Parent" that would be suitable as a curtain raiser for high school P.T.A. meetings. The capsule drama, written by Francille Bailey, a librarian, vividly points up several reasons why parents of high school students should belong to the P.T.A. A mimeographed copy may be obtained free from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. Because there is a National Congress pamphlet with the same title, *Don't Be a Dropout Parent*, be sure to specify "Skit" on your request.



## BOOKS in review

### THREE NOTABLE PAMPHLETS

**WHAT MAKES A GOOD HOME?** By Anna W. M. Wolf and Margaret C. Dawson. Child Study Association of America, 132 E. Seventy-fourth Street, New York 21. 40 cents.

What is a good home made of? Laughter and space, closeness and understanding, devotion and caring. A care-free hour or two for Mother now and then, a chance for Dad to rest after work, time for Mother and Dad to go out together occasionally—and love enough to go around. These are a few of the things that a good home is made of.

What more? Family bonds strengthened by work and fun under the family roof, bonds strengthened, too, by the community beyond the family roof: the school, the library, the health center, and the church. They're also part of what good homes are made of.

Newly wed, about to wed, or not so newly wed—at whatever stage you happen to be, you'll find this a highly practical pamphlet on how to go about building a good home.

**THE CHILDREN WE TEACH.** By Nina Ridenour. Mental Health Materials Center, 1790 Broadway, New York 19. 40 cents.

The show-off and the shy child, the bully and the "square," the curious child and the severely disturbed one, the unpopular youngster and the ungifted—all make special demands on our insight and understanding. Parents and teachers looking for the why's of children's behavior will find in this small pamphlet a big store of knowledge. Perhaps its greatest value is an emphasis on relaxed enjoyment of the growing child, whatever momentary puzzlements he may present.

Condemn the show-off? But he adds spice to living. "What a dreary world this would be without the show-offs!" Still, if his showing off is persistent and gets out of hand, look for lacks in the child's life.

Shush the four-year-old who peppers you with questions? "He should be encouraged to feel that any question is all right any time. . . . People who stop wondering are less interesting . . . than those who manage to retain their curiosity, and they have less fun!"

You have a child who bullies? It won't help to call him a bully. Scolding or shaming will only add to his troubles. Find out why he is bullying. Pay some heed to the victim too. If he is repeatedly singled out, he may need attention as much as his tormentor does.

As for the shy fourteen-year-old, "Some adolescents are awkward simply because they do not know what to do."

What of the everyday child—he who has no special gifts? Nina Ridenour devotes an especially searching section to him, one that invites adults to sort out their values, to reassess the importance attached to excelling. Unlucky are the children, she says, "whose security was built around what they could do, their capacity for excelling, rather than what they are as individuals."

Many readers will remember the perceptive discussion guides Nina Ridenour has written for the American Theatre Wing community plays. She brings the same penetrating wisdom, the same fresh approach to this pamphlet.

**PROTECTING CHILDREN IN ADOPTION.** By the U.S. Children's Bureau. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. 20 cents.

Why is there a black market in babies? That was the assignment that the Children's Bureau gave last year to Margaret Thorphill, a special consultant. She traveled through several states and came back to tell her story at a conference on adoptions, sponsored by the Bureau and reported in this pamphlet.

The conference group, representing many national organizations concerned with health, law, and social work, proceeded to discuss her findings in the light of the conference' single purpose: "to explore possible ways of eliminating the 'black market' in babies . . . and of promoting protection for all children placed in adoption."

Here are a few reasons why infants are bought and sold: "There are people who want to adopt children who cannot get one through a recognized social agency." "All too often community resources do not exist that will meet the . . . needs of the unmarried mother." "The desire for secrecy may prevent her from accepting service." "It is no wonder that the offer by an individual of maintenance and medical care, with no questions asked, is enticing." "With all the variations . . . in state laws regulating adoptions, and particularly where no agency is designated to enforce protections, any of them can be evaded."

In the wide-ranging discussion of these and other points the delegates' noted that the problem of hard-to-place children should not be overlooked, since they far outnumber the blackmarket children. The conferees went on to talk about the meaning of such loosely defined terms as "placement" and "gray market" and to decide that federal controls on adoption practices would "impose a heavy overtone of criminality" on a noncriminal action. Better than laws, the group stated emphatically, would be a common agreement on the actual ethics of adoption.

In the course of the conference there evolved what might be called a "bill of rights" for the adoptive child—he whose rights are so often neglected in the process of supplying an unwanted baby to a couple who want him badly. "When adoption is the goal, he must be the starting point, not the natural parents or the adoptive parents." However, the child's rights cannot be safeguarded unless unwed mothers are so sure of getting prenatal care that they have no need to make black-market bargains.

The whole report offers incisive thinking in a field where there are no easy answers, a field that is of great concern to every responsible citizen. Written with a liveliness and sparkle all too rarely found in reports of conferences, the pamphlet deserves wide circulation, especially among P.T.A. members.



## PROJECTS AND ACTIVITIES

### "There Ought To Be a Law"

Last September, at the close of the fall meeting of the Board of Managers, the National Congress of Parents and Teachers held a three-day conference of state legislation chairmen. "There Ought To Be a Law" was the title of the conference. Each session was presided over by a member of the Board of Managers. Here we see Mrs. James C. Parker, first vice-president and chairman of the program committee on legislation, photographed beside a chart presenting in graphic form the steps by which a bill becomes a law. The chart was used by courtesy of the Friends Committee on National Legislation.



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← This picture shows the entire conference group, plus members of the National Board and of the Congress staff, at a luncheon meeting. The speaker at that final session was Charles I. Schottland, U.S. Commissioner of Social Security, who summarized the action taken by the Eighty-fifth Congress in fields of health, education, and welfare. Mr. Schottland is seated in the center of the head table. Others at that table, from left to right, are Mrs. Parker; Mrs. Rollin Brown, president; Mrs. Clifford N. Jenkins, national chairman of Legislation; and Mrs. Richard G. Radue, chairman of the Washington, D. C., legislation committee.

### P.T.A. on Parade

Each year the parent-teacher associations of McAlester, Oklahoma, are represented in the town's Armed Forces Day parade by a float symbolizing the aims and achievements of their organization. And each year since 1954 the P.T.A. float has won a prize—first prize in 1954 and 1956, second in 1955. The floats were all designed by the gifted art chairman of the Oklahoma Congress, Mrs. L. V. Porterfield. This one—the 1956 prize winner—featured the P.T.A.'s effectiveness in building good citizens and its "Power for Peace Around the World." Mrs. Porterfield used blue and gold, the P.T.A. colors, and repeated the same message on both sides of the float.



© D. J. Sessions



© U.S. Army

### In Celebration of American Education Week

Everything is normal in this third-grade classroom except that the pupils at the desks seem somewhat flat and thin. But there's a logical explanation. During American Education Week a P.T.A.-sponsored open house was held in the schools of Fort Benning, Georgia, so parents could visit their children's classrooms. Since the youngsters wouldn't be there in person, they made life-sized paper replicas of themselves and propped each one up behind the desk. Here Master Sergeant Coy Wheeler and Mrs. Wheeler are inspecting their daughter Janice's workbook in the third-grade room at Main Post School, while Janice's stand-in looks a bit bored. More than fourteen hundred parents visited the schools in the course of this highly successful P.T.A. project.

### "Here's a Movie We'll Like!"

An unpublicized but widespread P.T.A. activity that goes on year after year in countless homes throughout America is exemplified by this picture of two charming girls. The project consists simply in consulting the "Motion Picture Previews" section of the P.T.A. magazine to find out which of the films at the neighborhood theaters are considered suitable for children. When Mrs. Herman Sieffkes, magazine chairman of the Nebraska Congress, sent us the photograph, she did not mention which movie the girls had selected from the "Junior Matinee" column. But whatever it is, they know Mom will approve of their seeing it because only films appropriate for children from eight to twelve years old are included in this category. The girls are Georgia Merriam and Kay Martens.

### What's in a Name? We Are!



A new quarter-million-dollar school-community building in Roseville, California, has been named "Parent-Teacher Building" in recognition of the outstanding achievements of the Roseville High School Parent-Teacher Association. This honor was announced by the school's board of trustees, who included the entire parent-teacher movement in their tribute to the organization's "unswerving attention to the needs of youth in this community and throughout the state and nation."

At the dedication ceremonies last September Mrs. Russell B. Scott, president of the California Con-



gress, gave the principal address (right). She pointed out that this is the only public building in the state, and probably in the whole country, to carry the name "Parent-Teacher." The picture on the left shows the plaque that appears on the front of the building, proudly displayed by (left to right) Joseph Hernandez, school board trustee; Mrs. Perry Leavitt, president of the high school P.T.A.; Mrs. B. M. Miller, P.T.A. secretary; and Aldo Pineschi, trustee.



**OF MENTAL HEALTH****Study-Discussion Programs****I. PRESCHOOL COURSE***Directed by Ruth Strang**"What Grandparents Are For"*  
(page 20)**Points for Study and Discussion**

1. Think back to your own childhood. What is your recollection of your grandparents? Are your memories of them happy? What incidents do you remember with greatest pleasure? Were there times when grandparents were a source of conflict or unhappiness? Which kind of experience predominated?

2. Think back over your experience as a parent. Recall the times when your child's grandparents helped in an emergency. In what other ways have your parents helped you in bringing him up? Have there been times when you felt they were having a detrimental effect on the child? What did they do that worried or annoyed you?

3. Which of the following contributions that grandparents may make seem to you most important?

- \* Helping parents out in an emergency.
- \* Relieving the mother occasionally of the care of her children so she will have a few hours of peace and quiet.
- \* Giving the children an extra measure of affection.
- \* Broadening the children's horizons.
- \* Helping them to be less dependent on their parents.
- \* Giving each child some time with an adult all by himself.
- \* Helping children to feel a continuity with the past.

Give illustrations, from your own experience or observations, of each of these contributions.

4. A child whose parents were divorced when she was four years old went to live with her grandmother. She became very fond of her "bigma," as she called her. For about ten years the girl and her mother lived happily with the grandmother. Then the mother married again. This necessitated separation from the grandmother. To the child, now an adolescent, the separation was very painful—especially when the grandmother had an accident which the girl thought might have been averted if the three of them had still been living together. Consequently she resented her stepfather, whom she considered the cause of the separation. Could the grandmother or the mother have done anything to avoid this extreme emotional disturbance? May grandparents as well as parents sometimes be too possessive—meeting their own needs at the expense of the child's development?

5. In her article the author considers the common complaint that grandparents "spoil" their grandchildren. What psychological justification does she give for grandparents' sometimes being quite indulgent of their grandchildren? Do children sometimes need a change in "emotional temperature"? Do some children need an extra dose of affec-

tion? Can grandparents make it clear to the child that he may do certain things at "Gramps'" that he should not do at home? Might this be a way of learning tolerance and acceptance of the fact that people are different and make different demands?

6. In one family where the grandfather lived with his daughter and her husband and child, the little boy was at first very fond of his grandfather. But when the old gentleman became ill and querulous and frequently scolded him for behavior that was normal for his stage of development, the child became hostile. What could the parents do in such circumstances? How do living conditions make a difference in grandparent-grandchild relations?

7. How might a mother's relations with her parents affect the grandparents' relations with the grandchild? Consider each of the following cases:

- \* The mother's relationship with her parents has always been warm and affectionate.
- \* The mother has long resented her parents' domination.
- \* The mother has never gained mature independence from her parents.
- \* The mother's ideas of discipline are entirely different from those of her parents.
- \* The mother appreciates the positive contributions, described in this article, that grandparents can make and shows her appreciation of them.

**Program Suggestions**

• Have a panel of grandparents discuss (1) how they feel they can contribute to their grandchildren's best development and (2) some of the conditions that hinder their making such contributions.

• Before the meeting, ask parents to describe in writing some concrete situations involving grandparent-grandchild relations. Use these anonymous case situations as a basis for discussion, raising such questions as the following: Why might the grandparents have behaved in this way? What are some possible reasons why the grandparents' behavior annoyed the parent? What effect might the grandparents' behavior have on the child? What could the mother do to help the grandparents make a positive contribution to the child's best development?

• Use some of the situations described as a basis for role playing, asking volunteers to play the roles of grandparent, parent, and child. Discuss how the persons involved might have felt, and suggest ways in which each situation might have been handled better. Be careful not to imply any criticism of the person playing the role. Emphasize the fact that he is not expressing his own point of view but that of a person whose part he is enacting. After discussion, dramatize the same situation again, utilizing the constructive suggestions that have been made.

• Allot each of the positive contributions mentioned in this excellent article to one member of the group or

to a committee. Ask each person or the committee to bring in a specific illustration, taken from his experience, observation, or reading, of how a grandparent actually did contribute—by helping out in an emergency, relieving the mother of her constant responsibilities, giving additional affection to the child, and so on.

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- Neisser, Edith G. *How To Be a Good Mother-in-Law and Grandmother*. Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

Article in the *National Parent-Teacher*:

- Comly, Hunter H., M.D. "Can They Be Spoiled by Love?" November 1955, pages 23-25.

Films:

- Children Growing Up with Other People* (30 minutes), United World Films.  
*Family Affair* (20 minutes), Teaching Film Custodians.  
*Family Teamwork* (6 minutes), Frith Films.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz



"Shall the Rod Be Spared in School?"  
(page 16)

### Points for Study and Discussion

1. What does the word *discipline* mean to you? Is that the meaning used in the four forum articles? Mrs. Wilson says, "Discipline is a process of helping human beings adjust to their environment." How is this different from the meaning implied in such terms as *strict disciplinarian* and *harsh discipline*?

2. Compare this definition of discipline with Sybil Richardson's statement that "the school does not truly fulfill its educative role when it resorts to physical force and coercion."

3. Two of the articles identify a justifiable purpose for corporal punishment. Do you agree? Does the teacher's or parent's responsibility stop there?

4. You probably have heard someone say, "Spanking may be wrong, but it certainly worked." According to Mrs. Wilson's article, why did it "work"? What else did it do? What did it probably fail to do?

5. The Cedar Rapids teachers list three steps in what they call the causal approach to discipline. In the illustration they give, could physical punishment have taken the place of these steps?

6. "Copying" from one's classmates used to be considered a terribly serious offense. Trying out the first step in the causal approach, suggest some possible reasons for a child's copying from other children's papers. (This ought not to be difficult. Don't most of us copy from other people when we happen to like the way they dress, cook, decorate their houses, or take vacations?) How can schools develop situations in which children can legitimately learn from other people?

7. Superintendent Oberholtzer gives some illustrations

of school activities resulting from "a positive, preventive, and cooperative philosophy" of discipline. Why does he emphasize the participation of boys and girls? Is this similar to the third step in the causal approach?

8. Is there a reason why the discipline of children and youth must be different under such a government as ours from what it is in authoritarian governments?

9. The United Nations has certain disciplinary functions, such as economic and social sanctions. Some persons believe that it should have a strong police body so as to administer discipline by physical force if necessary. What are the advantages and disadvantages of each method of disciplinary action?

### Program Suggestions

• Since discipline is a topic on which there are likely to be pretty definite points of view, you might try to formulate some of them through role playing. (The National Congress' pamphlet *New Hope for Audiences* has a helpful chapter on role playing.) First, of course, it is necessary through discussion to identify the points of view ("A good spanking never hurt anybody." "It hurts me worse than it does my child." "A child has to know who is boss." "We decide together on the standards of behavior."). Then ask for volunteers to take the different roles. Afterward the group can weigh the reasons for each point of view.

• It is sometimes good for us to listen to young people's ideas about disciplinary problems, the effectiveness of punishment, and ways of developing self-discipline. With the help of the high school student council, perhaps such a discussion might be arranged for this meeting.

• Speakers from the fields of psychology or child guidance could make interesting and valuable suggestions on a number of points in the article—for example, "How may we discover the causes of misbehavior?" or "What are the effects of physical punishment on personality?"

• We know that all schools do not subscribe to the philosophy expounded in our forum articles. There are schools today that allow such disciplinary practices as whipping, slapping, and shaking children, standing them in the corner, taping their mouths, and using a ruler on their hands. Recently a well-known magazine published an article on the advantages of "caning" as practiced in English schools. "Letters to the Editor" frequently recommend a return to the good old days of severe punishment. It is certainly wise for parent-teacher groups to know the practices and points of view in their communities. Therefore your group may wish to concentrate on such questions as these: (1) What is the state law regarding physical punishment? (2) Are there school regulations? (3) What is the practice in our schools? (4) What are the community feelings about corporal punishment?

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### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Are Clashes Inevitable?" (page 4)

#### Points For Study and Discussion

1. In your own experience, what are some of the hazards from which young people must be protected in your community? Do you agree with the author that keeping young people from harmful, crippling life situations is one responsibility of modern parents? What is the main difference between this kind of protective guidance of adolescents and the hovering and "snooperision" the article warns us against?

2. Just what are some of the common practices of today's adolescents that are markedly different from those we ourselves knew as young people? Without trying to evaluate whether these departures are good or not so good, list some of the ways of modern youth that contrast with practices among young people a generation or two ago. Do young people today start dating earlier, on the whole? Stay out later at night? Use the automobile for pleasure more frequently, going farther and faster and with less supervision? Is going steady a more common practice today than it used to be? When you have a goodly list of such differences, try to see what has brought about some of the changes.

3. Can you cite specific situations out of your own recent experience with adolescents to illustrate the author's point that many young people are both challenged and frightened by new experiences, and therefore vacillate between their need for freedom and their need for reassurance and support from their parents? Do some of the changing moods of your own young people become understandable in these terms?

4. If a young person is not to become ashamed of his parents as he learns new ways and becomes established farther up the ladder than they are, what can his parents do to maintain contact with him? Does the suggestion that they try to keep on growing in tune with the times, seem to be the most feasible recommendation for harmony between the generations? For the welfare of the young person? For the good of the parents?

#### Program Suggestions

- Act out in a series of role playing situations the six suggestions for living with differences in our families that the author makes in her article. Try out several different situations and various roles and ways of handling them in each

of the six areas proposed. Encourage free and open discussion and wide participation in the role playing.

\* Put on the skit *New Fountains* by Lee Gilmore, an American Theatre Wing Community Play. (Copies are available without charge from the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, New York.) Discuss fully the material presented, especially in terms of such questions as these: (1) Was Mrs. Morrison understandably overprotective of Joanne's handicap? (2) What did Joanne most need to learn in order to live with her problem? (3) Do all young people have some kind of handicap or problem that they must come to terms with in some way or other? (4) What kinds of guidance are most helpful and most growth-promoting?

\* Invite a group of articulate high school students to meet with your group in a panel discussion of "What Young People and Their Parents Expect of Each Other." Ask the moderator to encourage frank and free discussion of anything that anyone, adolescent or adult, sincerely proposes as a problem between the generations. Bring up for discussion general concerns, but also be as specific as possible, asking members to cite instances and give illustrations, so that all may see what the issues are and how young people and parents feel about them.

\* Invite a trained guidance counselor, a specialist on adolescence, or a psychiatrist who works with young people to meet with your group as a consultant on some of the questions and problems your parents have. Prepare for the coming of the resource person by having members set down ahead of time the questions they would like to have him discuss with them, and send these to him well before meeting time. During the meeting encourage full discussion of these and whatever other questions members may want to ask.

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### *In Memoriam: J.M.C.*

Who will remember what  
we were  
Now she has gone away?  
For in her heart as children  
We found a place to stay,  
And never in the years between  
Did we grow up at all;  
She measured us each birthday  
Against the latticed wall.

Who will keep the garden plot  
Now that her hands are still,  
And who will bank the roses deep  
Against the winter chill?

Who will wind the clocks,  
and latch  
The doors against the night,  
Polish all the silver,  
And rub the walnut bright?  
Close the house and leave it  
To any stranger's hand;  
No one is left to recollect  
The past, or understand

That when she went she took with her  
Our youth, and something more—  
The very shape and likeness  
Of all our childhood wore.

—ELEANOR ALLETTA CHAFFEE

### *Problem Parent*

No more behind his mother's skirts  
Is there protection from life's hurts;  
For, when he flees from dread attacks,  
What is his mother wearing? *Slacks!*

—TOM TALMAN

### *Individuality*

Winter came and all the earth accepted  
Passively enveloping disguise—  
Or so it seemed; but from the air one knew  
That trees and waterways refused to acquiesce,  
For forests and small woods were silhouettes  
Of pointed leaves and graceful fronds,  
While rivers, finely etched, reached out  
and joined them all.  
So lay a unified and sculptured pattern  
Against the alabaster background of the snow.

—KARLA V. PARKER

### *Dreadful Dignity of Youth*

Who is this stranger towering at my side,  
With stormy eyes and wild disordered hair,  
Stern with the dreadful dignity of youth,  
Torn by emotions he's too proud to share?

What traveler this, who passing on his way  
Pauses beside me, frowning like a god,  
Filled with disdain for any tenderness,  
At times begrudging me a friendly nod?

A pilgrim trying to understand his soul,  
Yet stomps across the floor with desperate tread,  
Then turning, grins in my bewildered face,  
And takes big bites of my banana bread!

—EDNA RISK SHAW

### *A First-Grader's Bedside*

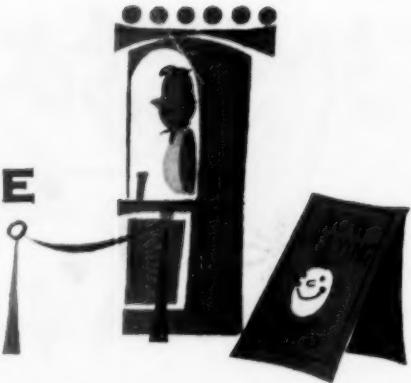
A small boy's shabby, well-worn shoes  
Lie tossed aside, their mission done;  
Familiar shaped by running feet  
Whose paths shunned neither sand nor sun.

Beside the bed, a stiff new pair  
Of gleaming brown await his touch;  
So sturdy, proud, and purposeful!  
(I wonder, will he change as much?)

—MARGARET READ



## MOTION PICTURE previews



### PREVIEW EDITOR, ENTERTAINMENT FILMS

Mrs. LOUIS L. BUCKLIN

#### FAMILY

*Suitable for children if accompanied by adults*

**Everything but the Truth**—Universal-International. Direction, Jerry Hopper. Complications arise when a small boy refuses to compromise with the absolute truth. The result is a delightful modern fable that will cause adults to squirm a little amid their chuckles. Tim Hovey overhears his uncle describe a "kickback" to the mayor and uses this ammunition in his campaign to become "boy mayor" of the town. The repercussions lead to lawsuits, Senate investigations, a romance between a newspaper columnist and Tim's teacher, and a real ordeal for a lad trying to find his way among the devious machinations of the adult world. The comedy situations inherent in the plot are made more humorous by deft dialogue. Leading players: Tim Hovey, Maureen O'Hara, John Forsythe.

|        |       |      |
|--------|-------|------|
| Family | 12-15 | 8-12 |
| Good   | Good  | Good |

#### ADULTS AND YOUNG PEOPLE

**Baby Doll**—Warner Brothers. Direction, Elia Kazan. Tennessee Williams and Director Elia Kazan have created a powerful study of degradation and ignorance against the familiar stereotyped background of the South. A shiftless cotton ginner has bought a broken-down mansion for Baby Doll, his child bride, but is unable to provide her with the riches he promised. When she threatens to leave him, he takes out his frustrations on a hated "furriner" who is competing for his business. The foreigner, an aggressive young Sicilian, has his own way of settling scores, and when he meets Baby Doll his plans change, but not his purpose. The play is bare of that compassionate, almost poetic insight into unhappy people that has characterized Mr. Williams' earlier plays. Brilliant acting and direction. Leading players: Karl Malden, Carroll Baker, Eli Wallach, Mildred Dunnock.

|                 |       |       |
|-----------------|-------|-------|
| Adults          | 15-18 | 12-15 |
| Matter of taste | No    | No    |

**Death of a Scoundrel**—RKO. Direction, Charles Martin. George Sanders is a greedy and unprincipled financial wizard whose heart is in the stock market. However, his head is not above involving him in a series of romantic affairs, provided they contribute to his major passion. Yvonne de Carlo is the loyal "good-bad" woman who stands by. Zsa Zsa Gabor, as a rich and socially prominent widow, hands him her heart on a roll of bank notes, and Nancy Gates, her pretty young secretary, makes the mistake of laughing at him. An occasionally ludicrous concoction, said to be based on the life of an actual swindler. Leading players: George Sanders, Zsa Zsa Gabor, Yvonne de Carlo, Nancy Gates.

|                 |       |       |
|-----------------|-------|-------|
| Adults          | 15-18 | 12-15 |
| Matter of taste | Poor  | No    |

**The Desperadoes Are in Town**—20th Century-Fox. Direction, Kurt Neumann. At the end of the Civil War our young southern hero leaves his home to seek his fortune in Texas. On the way he joins up with a charming, well-intentioned "bad man" and his desperadoes. The lad is not permitted to help commit crimes but just "minds the horses." When he returns home, he becomes involved in violence on his own but, with the help



Appealing Tim Hovey, with John Forsythe and Maureen O'Hara, in a scene from *Everything but the Truth*.

of a kindly and rather extraordinarily cooperative community, wins success. A student reviewer remarked that "the plot of this mediocre western is skimpy and difficult to follow." Leading players: Robert Arthur, Rhodes Reason.

|           |           |           |
|-----------|-----------|-----------|
| Adults    | 15-18     | 12-15     |
| Very poor | Very poor | Very poor |

**The Girl He Left Behind**—Warner Brothers. Direction, David Butler. An incredibly banal commentary adds nothing to this military farce based on Marion Hargrove's latest book. Although some humor is provided by the misadventures of a rebellious "mama's boy" as he comes into contact with officers and noncommissioned men, the story itself is poor and confused. Leading players: Tab Hunter, Natalie Wood.

|        |       |       |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor   | Poor  | Poor  |

**The Great American Pastime**—MGM. Direction, Herman Hoffman. Tom Ewell, who has made a deserved reputation in sophisticated farce, flounders uncomfortably in this shallow and unfunny suburban comedy about small boys who play baseball and their parents. To be fair to Mr. Ewell, the scriptwriter and the director seem even more out of their depth. The struggle for good sportsmanship on the Little League teams (Mr. Ewell valiantly but vaguely stands for honor in sports) is dealt with in a painfully superficial manner. The sad thing is that the contemporary subject matter of the film

is ripe for penetrating and witty treatment. Leading players: Tom Ewell, Ann Frances, Ann Miller.

**Adults** 15-18 12-15  
**Poor** Poor

**Gun the Man Down**—United Artists. Direction, Andrew V. McLaglen. A slow-moving gangster western in which the hero, wounded while robbing a bank and left behind by his gang to suffer the penalty for the robbery, plots revenge when he is released from jail. Leading players: James Arness, Angie Dickinson.

**Adults** 15-18 12-15  
**Poor** Poor

**Istanbul**—Universal-International. Direction, Joseph Pevney. Against colorful and authentic scenes of Istanbul, a melodrama of diamond smuggling is unevenly portrayed. To provide a life of luxury for his bride-to-be, a flying adventurer decides to keep the stolen diamonds that accidentally fall into his hands. Unfortunately the girl disappears just before the wedding, only to reappear five years later, an amnesia victim and a married woman. Cornell Borchers gives charm and sincerity to an implausible role, and Errol Flynn brings attractive dignity to his part. Leading players: Errol Flynn, Cornell Borchers.

**Adults** 15-18 12-15  
**Fair** Fair

**The Last Man To Hang**—Columbia. Direction, Terence Fisher. This English courtroom melodrama in black and white pleases more by virtue of its atmosphere and bit characterizations than because of its plot and action. A woman is supposedly murdered through the administration of sleeping pills by her husband, who plans to run away with another woman. Self-examination by members of the jury in their search for a just verdict adds an unusual touch. Leading players: Tom Conway, Elizabeth Sellars.

**Adults** 15-18 12-15  
**Mediocre** Mediocre

**Love Me Tender**—20th Century-Fox. Direction, Robert D. Webb. A routine western melodrama, which takes place at the end of the Civil War. It has to do with four brothers—the conflict of two of them over a girl, and the efforts of three to keep the gold they stole from the Union when they were Confederate soldiers. Opinions of a group of teen-age reviewers ranged from uncritical enjoyment to sophisticated disdain. One student reviewer observed, "The fact that Elvis Presley plays the role of the youngest brother will give this picture far more attention than it deserves." Leading players: Mildred Dunnock, Debra Paget, Richard Egan, Elvis Presley.

**Adults** 15-18 12-15  
**Matter of taste** Matter of taste

**Madame Butterfly**—I.F.E. Direction, Carmine Gallone. Delicately lovely Japanese settings and beautifully recorded arias sung by Italian opera singers contribute to the charm of Puccini's well-known opera. A cast of Japanese actors (except in the roles of Lieutenant Pinkerton and the American consul) also adds to the realism of the production. But it is Kaoru Yachigusa's portrayal of Butterfly that gives the film its poignancy and distinction. Leading players: Kaoru Yachigusa, Nicola Felacurido; singers: Orietta Moscuen, Giuseppe Campora.

**Adults** 15-18 12-15  
**Excellent** Excellent

**Marcelino**—U.M.P.O. Direction, Ladislao Vajda. A tender and symbolic folk tale, set in a remote Spanish village many years ago. Several good fathers living in a deserted monastery find an infant boy left at their gate. Under their loving care the baby Marcelino grows up to be a lively and warmhearted child. One day he wanders outside the monastery walls and sees, for the first time, a mother. This woman, young and beautiful, is searching for her son. From that day on Marcelino secretly grieves for his own dead mother, calling on a "pretend" companion to keep him company in his loneliness. How he happens to be granted his dearest wish is called a miracle by the priest who tells the story. Direction and acting are excellent. Spanish dialogue, with English titles. Leading players: Pablito and Juan Calvo.

**Adults** 15-18 12-15  
**Appealing** Mature

**Nightfall**—Columbia. Direction, Jacques Tourneur. A realistic and well-written crime melodrama in black and white. Aldo Ray, a decent-acting and unassuming young man, apparently becomes deeply involved in crime and is wanted by the police for both murder and bank robbery. Law and order are represented by an ingratiating and remarkably efficient insurance inspector, who is willing to believe a man is innocent until he is proved guilty. The action is violent in spots, as, for instance, when the hero is threatened by dismemberment under the powerful plunger of an old-fashioned derrick and when

the villain is destroyed by a mountain snowplow. Leading players: Aldo Ray, Anne Bancroft.

**Adults** 15-18 12-15  
**Good of its type** Yes

**Revolt at Fort Laramie**—United Artists. Direction, Lesley Selander. John Dehner manages to give stature to the character of the commanding officer of Fort Laramie, providing a refreshing note in an otherwise routine action story. The dilemma facing the major and his men at the outbreak of the Civil War (half of the men are Northerners and half Southerners) is heightened by the inevitable shipment of gold, destined for the chief of the Sioux. The Indians' sudden warlike activities serve to point up the basically friendly relations that existed between Southerners and Northerners. Such good will is rare in western melodrama. Leading players: John Dehner, Gregg Palmer.

**Adults** 15-18 12-15  
**Good western melodrama**

**Rumble on the Dock**—Columbia. Direction, Fred F. Sears. A confused and hate-filled thriller about juvenile delinquency. The father of a gang-leader hides his malice toward his son behind a mask of righteousness as he conducts a crusade against the ruthless head of a water-front union. The son (we are told) is really good at heart, but what chance, asks the film, has a boy with such a father? At the end we are expected to understand and forgive all when father and son become suddenly reconciled in a showdown with the now common enemy. Leading players: James Darren, Laurie Carroll.

**Adults** 15-18 12-15  
**Matter of taste** Poor

**Running Target**—United Artists. Direction, Marvin P. Weinstein. Four convicts escape from the state penitentiary and head for the Colorado Rockies, pursued by the usual sheriff's posse. The sensitive sheriff is troubled by the conflict between his job and his philosophy of the brotherhood of man. The villain is a smug, ignorant sadist wearing the cloak of a conscientious citizen. Adult reviewers reacted unfavorably to the film because of its mediocre presentation. One student reviewer, although commenting on the "slightly threadbare story" and poor acting, was interested in what the picture was trying to say and rated it well worth seeing. Leading players: Doris Dowling, Arthur Franz.

**Adults** 15-18 12-15  
**An off-beat western**

**Suicide Mission**—Columbia. Direction, Michael Forlong. Based on the book *The Shetland Bus*, this film depicts the quiet heroism of Norwegian and English seamen who risked their lives ferrying arms and refugees across the North Sea to the Shetland Islands during World War II. The cast includes some of the actual participants, among them the leader himself, Leif Larsen. The hazardous adventures of the small Norwegian fishing boat as it sails through violent seas and is strafed by German planes are vivid and terrifying. Stark black-and-white photography. Leading players: Leif Larsen, Michael Aldridge.

**Adults** 15-18 12-15  
**Good** Good

**Three Violent People**—Paramount. Direction, Rudolph Mate. Anne Baxter, former saloon chorus girl, marries Texan Charlton Heston, making him believe she is a perfect lady. And such is the way of melodrama that, strangely enough, she does become a high-minded, understanding gentlewoman. Her past catches up with her, of course, and this, coupled with the land-grabbing proclivities of some carpetbaggers, furnishes the film's excitement. Leading players: Charlton Heston, Anne Baxter, Gilbert Roland.

**Adults** 15-18 12-15  
**Western soap opera** Western soap opera

**Two Loves Had I**—Jacop Films. Direction, Carmine Gallone. Scenes from Puccini's best known operas, sung by La Scala artists, are interspersed among episodes of Puccini's love life. The treatment is old-fashioned and sentimental, and the music is unevenly recorded. Settings and costumes are handsome. Beniamino Gigli is heard as Des Grieux in *Manon Lescout*. Leading players: Gabriele Ferzetti, Marta Toren, Nadia Gray, Beniamino Gigli.

**Adults** 15-18 12-15  
**Matter of taste** Yes

**Utah Blaine**—Columbia. Direction, Fred F. Sears. A run-of-the-mill western with a twist. Usually it is the big, bad cattle baron who chases the small farmers and squatters off the land. In this film the "good" men own and manage a gigantic ranch and struggle to preserve it from the greedy and unprincipled have-nots. Rory Calhoun, first manager and then half owner, fights bravely to preserve his great estate. Leading players: Rory Calhoun, Susan Cummings.

**Adults** 15-18 12-15  
**Western fans** Western fans

**Vitelloni**—API-Janus. Direction, Federico Fellini. The word "vitelloni" (the big calves) is now famous in Italy and is used, as in this film, to describe idle young men who live off parents, relatives, or friends. They are not a particularly pleasant group—at least not the young men in this drama. One is forced into a shotgun marriage. Another is perpetually writing a play from which you know nothing will come. Mostly they dream over drinks or between games of billiards and make plans to leave their dull little town. The film is skillfully directed and acted and has won several international awards, but it will not prove of general interest here. Dialogue in Italian, with English titles. Leading players: Franco Interlenghi, Franco Fabrizi.

|                        |       |       |
|------------------------|-------|-------|
| <i>Adults</i>          | 15-18 | 12-15 |
| <i>Matter of taste</i> | No    | No    |

**A Woman's Devotion**—Republic. Direction, Paul Henreid. An attractively photographed murder melodrama, with picturesquely Acapulco as its background. Director Paul Henreid obviously enjoys himself as a romantically inclined captain of police. When he deduces that a young bridegroom is the murderer of two young girls, he is accused of having been influenced by his growing fondness for the suspect's loyal wife. The picture is well acted. Leading players: Ralph Meeker, Janice Rule, Paul Henreid.

|                        |       |       |
|------------------------|-------|-------|
| <i>Adults</i>          | 15-18 | 12-15 |
| <i>Matter of taste</i> | Poor  | No    |

## 16MM FILMS

**Let Us Break Bread Together**—Bureau of Audio-Visual Instruction, New York City Board of Education. 24 minutes. Brotherhood in practice as well as in theory provides what one mother calls "a rich spiritual experience for both children and parents" in this film of the intervisitation project in New York City school districts 12, 13, and 14. After careful groundwork on the part of parents, principals, religious leaders, and other interested citizens, the experiment begins. Children from schools in differing racial neighborhoods first establish friendships by becoming "pen pals." Then, by exchanging photographs, they make a game of meeting and recognizing each other when the groups get together. As they study the United Nations, they have many opportunities to learn about the history, customs, music, and abilities of other peoples, and children and parents alike begin to understand "how brotherhood builds democracy."

**Puss in Boots**—Contemporary Film Library. 10 minutes. The delightful, animated silhouettes created by Lottie Reiniger provide a perfect medium for the wry, tongue-in-cheek treatment of familiar fairy tales. As the narrator describes the adventures of the remarkable cat and his poor master, the enchanting little figure in his elegant boots swaggers about with great bravado.

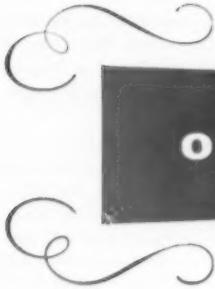
**Schools for Tomorrow**—Audio-Visual Bureau of Wayne University. 20 minutes. In this film citizen committees work with the school administration to meet their school needs. A stimulating guide for communities faced with similar problems, the picture illustrates the effectiveness of enlisting the help of the taxpayers in selecting sites, determining types of buildings and equipment, and overcoming other problems, and concludes that "opposition melts away when the people make the decisions." Standards for new schools are also suggested as the various committees examine some of the "learning to do" equipment and facilities needed for adult education.

**The Search**—Young America Films. 27 minutes. A "pioneer approach" to the serious problem of school needs is convincingly demonstrated in this film by the Center for Field Studies of the Graduate School at Harvard University. The team of investigators employs an unusual means of establishing school needs by learning the child's needs (1) from his point of view, (2) from the teacher's point of view, and (3) from the point of view of home and community. Known as the "shadow technique," it consists simply of having a friendly member of the team spend an entire day with a young student, going with him from uncomfortable "doubled-up" classrooms to dark, inadequate lockers and gymnasium. The latter half of the film shows the modern new school provided by the community, bringing into sharp focus the total effect of school facilities on morale and the learning process.

**Triptych**—Film Images. 10 minutes. Unusual and effective camera technique records with rare expressiveness a dance trilogy entitled "The Prophet," "The Informer," and "The Outcast." Each character is interpreted by a distinguished choreographer costumed in simple doublet and hood. The dancer's eloquence of stance and gesture is heightened by unusual musical background and artistic use of color and lighting.

## MOTION PICTURES PREVIOUSLY REVIEWED

- Around the World in Eighty Days**—Children, long, but fun; young people and adults, delightful.
- Attack**—Children, no; young people, very mature; adults, interesting.
- Away All Boats**—Children, yes; young people, fair; adults, matter of taste.
- Bandito**—Children, poor but not overly violent; young people, poor; adults, mediocre.
- Barefoot Battalions**—Children, possibly; young people, with discussion; adults, disappointing.
- The Beast of Hollow Mountain**—Western fans.
- The Bespoke Overcoat**—Excellent.
- The Best Things in Life Are Free**—Children, yes; young people, lively musical; adults, nostalgic.
- Beyond a Reasonable Doubt**—Children, yes; young people and adults, mystery fans.
- Bigger than Life**—Children and young people, no; adults, matter of taste.
- The Boss**—Children and young people, mature; adults, matter of taste.
- Bullfight**—Children, no; young people, mature; adults, matter of taste.
- The Burning Hills**—Western fans.
- Bus Stop**—Children and young people, mature; adults, very good.
- Cha-Cha-Cha Boom**—Children, no; young people, poor; adults, matter of taste.
- A Cowhand Needs a Horse**—Children, amusing; young people and adults, good.
- A Cry in the Night**—Children, no; young people and adults, mediocre.
- Curucu, Beast of the Amazonas**—Children, no; young people and adults, poor.
- Davy Crockett and the River Pirates**—Mediocre.
- The Doctors**—Children, no; young people, mature; adults, good.
- Emperor Penguins**—Entertaining.
- Finger of Guilt**—Children, no; young people, mature; adults, good mystery.
- The First Traveling Saleslady**—Children and young people, poor; adults, contrived humor.
- Flight to Hong Kong**—Children, no; young people, poor; adults, matter of taste.
- Friendly Persuasion**—Excellent.
- Giant**—Children, not for the restless; young people and adults, highly entertaining.
- The Grand Manoeuvre**—Children, no; young people, quite mature; adults, good.
- We Laughed Last**—Children, possibly; young people and adults, mildly amusing.
- High Society**—Children, mature; young people, sophisticated; adults, amusing light entertainment.
- Hold Back the Night**—Poor.
- Hot Carr**—Children, mature; young people and adults, matter of taste.
- I've Lived Before**—Children, mature; young people, yes; adults, matter of taste.
- The Jaywalker**—Excellent.
- Jedda, the Uncivilized**—Children, no; young people, mature; adults, matter of taste.
- Johnny Cascha**—Children and young people, slow; adults, poor.
- Julie**—Tense thriller for all ages.
- La Strada**—Children, no; young people, outstanding but definitely mature; adults, outstanding.
- The Last Wagon**—Children, no; young people, poor; adults, matter of taste.
- Lisbon**—Children, no; young people and adults, poor.
- Magnificent Seven**—Children, mature and too long; young people, mature; adults, art film enthusiasts.
- Man from Del Rio**—Children and young people, mature; adults, fair.
- Man in the Vault**—Weak crime melodrama.
- Miami Exposé**—Children and young people, mediocre; adults, routine gangster film.
- The Male People**—Children, no; young people and adults, very poor.
- The Mountains**—Children, no; young people and adults, mediocre.
- Odango**—Children, yes; young people, good; adults, good of its type.
- The Opposite Sex**—Children, no; young people, very poor; adults, poor and dated.
- The Peacemaker**—Children, a bit slow; young people, yes; adults, excellent.
- Pharaoh's Curse**—Children and young people, waste of time; adults, poor.
- Pillars of the Sky**—Children, yes; young people and adults, western fans.
- Part Africa**—Children, no; young people, mature; adults, whodunit fans.
- The Power and the Prize**—Children, no; young people, mature; adults, contrived handling of an interesting theme.
- Private's Progress**—Children and young people, dialogue occasionally difficult to understand; adults, entertaining.
- Raw Edge**—Children, no; young people, poor; adults, matter of taste.
- Reprisal**—Western fans.
- Riff**—Children, no; young people, mature; adults, good.
- Rox for the Sun**—Fair.
- The Search for Bridie Murphy**—Children, poor; young people, possibly; adults, matter of taste.
- The Secret of Treasure Mountain**—Children, no; young people and adults, poor.
- Secrets of Life**—Excellent.
- The Seventh Cavalry**—Children, second half is good; young people, yes; adults, commendable for lack of violence.
- The Shark Fighters**—Children and young people, poor; adults, matter of taste.
- The Ship That Died of Shame**—Children, mature; young people and adults, good.
- Showdown at Abilene**—Western fans.
- The Silent World**—Excellent underwater excursion.
- The Solid Gold Cadillac**—Excellent.
- Stagecoach to Fury**—Children, no; young people, poor; adults, matter of taste.
- Storm over the Nile**—Fair.
- Tee House of the August Moon**—Excellent satiric farce for all ages.
- Tee and Sympathy**—Children and young people, no; adults, provocative.
- Teenage Rebel**—Children, possibly; young people, yes; adults, well produced.
- The Ten Commandments**—Elaborate Biblical spectacle.
- Tension at Table Rock**—Children, tense; young people and adults, western fans.
- These Wilder Years**—Children, no; young people, mature; adults, matter of taste.
- Toward the Unknown**—Good.
- The Unguarded Moment**—Children, no; young people, mature; adults, mediocre.
- The Vagabond King**—Children, possibly; young people, yes; adults, nostalgic musical.
- War and Peace**—Children and young people, yes; adults, brilliant achievement.
- Wes Gearable**—Very enjoyable.
- White Squaw**—Poor western.
- Written on the Wind**—Children and young people, no; adults, matter of taste.
- You Can't Run Away from It**—Children and young people, mediocre; adults, matter of taste.



## OPINIONS BY POST

Dear Editor:

Your October 1956 issue of the *National Parent-Teacher* contains one of the best articles that I have seen on the role of parents in teaching their children. I refer to the article, "Do Parents Teach the Three R's?" Dr. Shane has said effectively what many of us working with parents, particularly parents of preschool and lower primary grade children, have tried to emphasize: that it is so important for parents to lay a foundation and provide a climate for formal learning in school. I like the fact that he labels this as teaching and emphasizes the exclusive role that parents play from infancy in this important phase of their children's education.

"What can I do at home to help my child?" is one of the most frequent inquiries of parents to teachers. They usually mean, "What can I do now to help him?" Dr. Shane so effectively points out that they should have been "teaching" him since very early childhood, not as his schoolteacher is now doing, but by enriching his experiences, making them learning situations, creating a climate for learning and cultivating his intellectual curiosity so that he is ready for the more formal teaching that he will be getting or is getting at school. If this has been neglected, serving as a "second-shift" teacher after he gets to school may even do more harm than good. Without a knowledge of the parent role of teacher as described by Dr. Shane, it is easy to understand a parent's frustration when the teacher answers the inquiry, "What can I do to help my child?" by saying in effect, "Nothing; he doesn't need any more teaching (of the kind I give) than he is getting daily in school." This is not a satisfactory answer, and teacher-parent conflicts may arise as a result.

The article would be particularly helpful to parents of preschool children who still have time to lay a solid foundation during the years before the child comes to school. Are reprints of the article available for our use, particularly in our P.T.A. preschool programs? Each of our units is giving a great deal of emphasis to preschool in its programming.

WALTER G. SITES  
Director of Pupil Personnel Services  
Cleveland Heights City School District

Cleveland Heights, Ohio

Dear Editor:

Your September issue was most interesting, particularly the articles by Karin Walsh and Frank Baxter.

You asked for the thoughts of parents about "What Is the Press Doing to Teen-agers?" The rules Mr. Walsh's paper uses regarding news of juveniles seem good. As he states, when teen-agers occasionally are involved in felonies, isn't it better to print the news in the paper than to pass it over the back fence?

Since reading the article, I have been studying our local paper. In the past week I have read dozens of constructive

stories about local young people and only one story of teen-agers in our town getting into any trouble with the law.

As for the newspaper being a "daily university," I believe it can be just that. I remember a very interesting course in current events from my high school days. The main texts were the daily newspapers and the news magazines. That was twenty years ago, but I hope high schools still have such courses. I think, however, that the news stories have much more value for the youngsters than have the features aimed at them in particular.

Of course the press has some part to play in the attitude of the community toward teen-agers, but I doubt if it is harming them as much as some people suppose. If we are to have freedom of the press, I don't see how we can suppress all bad news about young people. I, for one, believe that most news about teen-agers is good and more than outweighs any adverse news.

Congratulations on two thought-provoking features in one month!

MRS. G. W. MELSON

Statesville, North Carolina

Dear Editor:

Perhaps it's not too late to reply to Karin Walsh through your magazine. I have delayed writing until I could check my facts and feelings with school people and other citizens, including the police. They are all generally in agreement with conclusions my wife and I have worked out over the years.

The daily press, with not many exceptions, is promoting juvenile delinquency—in a manner of speaking. Newspapers can remain in business only if they get plenty of advertising or are subsidized. To get advertising there must be a large sale of copies. The easy way to have a large sale is to carry news of conflicts. Cops and robbers make fascinating reading for many people.

In their forceful drive to attain "freedom of information" and "the constitutional guarantee of a free press," the dailies have frequently overstepped their proper bounds. . . . By the publication of stories and pictures many reputations have been blackened in defiance of the solid American, and English, legal doctrine that all are innocent until proved guilty.

Here in Kittery, with almost eleven thousand population and a very large number of people in the Navy and the Air Force, there is hardly any trouble with juveniles. For two or three generations the town's police have gone out of their way to prevent a youngster from "having a record" and to prevent the dailies' getting word of any youthful shenanigans.

HORACE MITCHELL  
Publisher, "The Kittery Press"

Kittery, Maine

(Continued on page 40)

(Continued from preceding page)

*Dear Editor:*

I am a parent and at the same time a teacher. Out here we lack very much the good method of approaching children effectively. There are no organizations nor institutions that are to render assistance in such a difficult problem as children.

I have five children, all males, who are all under ten and am daily confronted with varied problems which they present to me as growing children.

Some time ago a friend gave me a copy of your magazine the contents of which seemed a real help to me. I am deciding now to be a regular reader and contributor, but my difficulty is how to dispatch my subscriptions to you.

Can you suggest any way out of this difficulty so I shall be getting the magazine regularly?

J. I. A. OKOYE

Nigeria, British West Africa

*Editor's Note.* The difficulty was readily resolved, and Mr. Okoye now receives the *National Parent-Teacher* regularly.

*Dear Madame:*

We are in receipt of copies of the *National Parent-Teacher* for the month of May and June 1956 kindly sent by you. We are glad to inform you that the journal is greatly appreciated by our readers who are interested in education.

The articles on "How To Love a Country," UNICEF, fluoridation, and others are interesting and valuable. Please accept our grateful thanks. . . .

Ramakrishna Library is a free library. It has to cater for the needs of the juvenile, the adult, and the expert for there is no adequate library service in the colony. A small note about the work of this library was published in July 1954 issue of *UNESCO Bulletin for Libraries*, page E84. It is a fair summary of its activities.

In maintaining and developing its collections, the library depends mainly on the generosity of overseas institutions and individual donors, for there is no grant-in-aid for libraries in Fiji.

D. KRISHNAMURTI  
Librarian, Ramakrishna Library  
Volunteer Educational Centre for  
United Nations in Fiji Islands

Nadi, Fiji Islands

*Editor's Note.* The Ramakrishna Library was given a year's subscription to the *National Parent-Teacher* by the New Jersey Congress as part of the Overseas Gift Subscription Plan. This project of the National Congress of Parents and Teachers, developed by the Committee on International Relations, enables local P.T.A.'s to send gift subscriptions to educators in foreign countries and to foreign exchange students in the United States.

*Dear Editor:*

I think your magazine is a superior one because it presents the everyday problems of all us parents and teachers—and offers solutions to them. Many magazines present

problems, but very few give the concrete help in solving them that I feel the *National Parent-Teacher* does.

MRS. CAROLYN C. DAVIS

Wayside, Georgia

*Dear Editor:*

The special feature, "Worth a Try," in the October 1956 issue of *National Parent-Teacher* includes an item headlined "Gun Surrender Week." We have observed that the magazine did not take a stand in support of the idea of a gun surrender week for Americans but merely reported an article attributed to the late Bruce Smith, which appeared originally in the Sunday supplement, *This Week*, of July 31, 1955.

This is a rather controversial subject. . . . I can well understand how, on first glance, the idea of surrendering all civilian-owned pistols to some central authority might appear to merit serious consideration. There is, however, another side to the story, and I believe you may be interested in knowing that other side.

At the time "Get Rid of That Gun!" appeared in *This Week*, the late Major General Merritt A. Edson, U.S.M.C. retired, hero of the Marine Corps, was executive director of the National Rifle Association of America. Before becoming executive director, he had served several years as the commissioner of public safety for the state of Vermont, during which term of office he organized Vermont's first state police. In connection with this work, he and the late Bruce Smith became well acquainted. General Edson wrote Bruce Smith as per copy enclosed.

I believe General Edson stated the case against a gun surrender week about as well as it can be stated. I think you will be interested.

F. C. DANIEL  
*Secretary, National Rifle  
Association of America*

Washington, D. C.

*Editor's Note.* We are indeed grateful to Mr. Daniel for his gracious, enlightening letter. In our reply to him, we said in part:

"When we included the item on 'Gun Surrender Week' we were, as you sensed, merely reporting. Perhaps we should have realized that we were treading on highly controversial ground. The fact remains that we did not. . . .

"Quite frankly, when we included the gun-surrender item we were not thinking in terms of wars between nations. Nor were we thinking of hunters. (And here I am indebted to John T. Nansen, Jr., of Chesterfield, Missouri, who in his letter about the item informed me that approximately fourteen states now require applicants for hunting permits to pass a course in hunting safety. Such measures are certain to be applauded.)

"We were thinking chiefly of children who somehow manage to get guns that go off and bring needless tragedy to families. Not long ago a boy in or near Washington, D. C., armed with a gun from home, killed one teacher, a father of two, and wounded another. I can't help wondering whether the father might not be alive today if a youth had not found it so easy to get a gun from home. Yet as General Edson reminds us, 'There is no evidence that these so-called crimes of opportunity would not have occurred even though a pistol had not been handy.'

"Unfortunately, many a family where there are children has learned to its sorrow that a gun can be a token of tragedy, not protection. . . . Without endangering national security, all of us should seek and support ways to reduce whatever needless grief the casual possession of firearms can bring."

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# The Man Who



# Wouldn't Give Up



BEHIND A DARKENED WINDOW a big, gaunt man sat and watched, too crippled and pain-wracked to attend the opening day festivities for the brand-new Brooklyn Bridge.

That was a pity, for he had built it.

When money gave out, Chief Engineer John Augustus Roebling pleaded for more. When disturbing changes of plan had to be made, Roebling fought them through. And when a hundred panicked men were trapped under the East River in a flooded caisson, Roebling saved them.

Spinning the giant steel spider web not only exacted thirteen years of Roebling's life, from 1870 to 1883, but very early crippled him forever with the caisson disease.

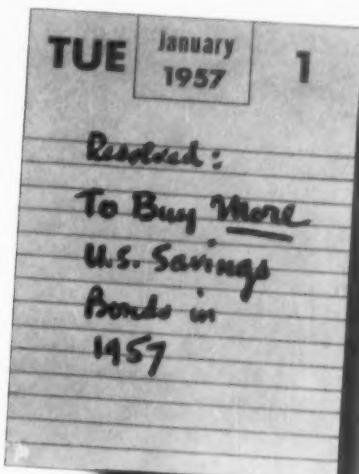
Yet he saw the job through. His were the courage, skill, and vision that make America a nation of great builders—a strong, growing nation. And a nation whose savings bonds rank with the world's finest investments.

For the constructive strength of 168 million Americans stands behind these U.S. Savings Bonds. This is why our government can guarantee the safety of your principal—up to any amount—and the rate of interest you receive.

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